A Report to the 75th Texas Legislature

from the
Texas Education Agency

1996 Comprehensive Biennial Report on Texas Public Schools

TEXAS EDUCATION AGENCY

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MIKE MOSES
COMMISSIONER OF EDUCATION

December 1, 1996

The Honorable George W. Bush, Governor of Texas
The Honorable Bob Bullock, Lieutenant Governor of Texas
The Honorable Pete Laney, Speaker of the House
Members of the Texas Legislature

This 1996 Comprehensive Biennial Report of the Texas Education Agency describes the status of Texas public schools, as required by Section 39.182 of the Texas Education Code. The report must be submitted to the Texas Legislature by December 1 of each even-numbered year.

The report contains ten chapters on the following topics: student performance on state assessments; student dropouts; state performance on the academic excellence indicators; grade level retention of students; status of the curriculum; district and campus performance in meeting state accountability standards; deregulation and waivers; administrative cost ratios of school districts; district reporting requirements; and funds and expenditures of the agency.

If you require additional information, please contact the agency staff listed at the end of each chapter.

Respectfully submitted,

Mike Moses
Commissioner of Education

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CONTENTS

The *1996 Comprehensive Biennial Report on Texas Public Schools* contains ten chapters on the following topics, as required by Texas Education Code, Section 39.182:

1. student performance on state assessments and a study of the correlation of course grades with state assessments;
2. student dropouts;
3. state performance on the academic excellence indicators;
4. grade level retention;
5. status of the curriculum;
6. district and campus performance in meeting state accountability standards;
7. deregulation and waivers;
8. administrative cost ratios;
9. district reporting requirements; and
10. funds and expenditures of the Texas Education Agency.

Student Performance

In 1995 and 1996, students in Texas public schools improved their performance on the Texas Assessment of Academic Skills (TAAS) at most grade levels and subject areas. The 1996 Comprehensive Biennial Report finds that two-thirds (67 percent) of all students* passed all TAAS tests taken in spring 1996, up from 56 percent two years ago. The most impressive gains occurred in mathematics at grade 6, where the percentage of students passing rose from 61 percent in 1994 to 65 percent in 1995 and 78 percent in 1996. Minority students continued to close the performance gap, with double-digit gains in mathematics at grades 4 and 8.

Student Dropouts

The number of dropouts reported decreased by 30 percent from 1992-93 to 1994-95. The 29,918 students who were reported to have dropped out in 1994-95, however, still represent far too many instances of school failure. Hispanic students make up the greatest proportion of dropouts. Three-quarters of all dropouts were older than the normal age for their grade, suggesting many of them had repeated a grade one or more times previously.

Retention

Over 128,000 Texas students repeated a grade in 1995-96, i.e., they enrolled in the same grade as they did the previous school year. The grade level retention rate declined to 4.0 percent of students in kindergarten through grade 12 in 1993-94 and remained unchanged in 1994-95. The 1994-95 retentions cost an estimated $578 million in additional educational expenses. Retention in first grade fell by 2.1 percentage points over two years, due in part to a state-funded retention reduction pilot program in 1993-94 which had a 92 percent success rate. Overall retention rates have declined among all ethnic groups. At 16.8 percent, grade 9 continues to have the highest retention rate, with ninth-grade Hispanic students having a 25 percent retention rate.

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* "All students" refers to all students not in special education in grades 3-8 and 10 whose results are included in the Academic Excellence Indicator System.

Texas Essential Knowledge and Skills

Texas educators and policymakers are developing the Texas Essential Knowledge and Skills (TEKS) with the view of making a significant and lasting impact on teaching and learning in the state. Over 300 individuals representing teachers, administrators, parents, business and industry representatives, scientists and educators from colleges and universities, have met in subject-area teams throughout 1996 to develop the TEKS. Two drafts developed by the teams have generated over 20,000 responses from the public. The focus of the TEKS is to articulate what students should know and be able to do rather than emphasizing how teachers should teach. The State Board of Education is scheduled to adopt all subject-area knowledge and skills by July 1997.

District and Campus Performance

Districts and schools across the state rallied to meet increasingly challenging accountability standards, with record numbers achieving exemplary and recognized levels of performance. Even though the standard for the percentage of students passing the TAAS increased in 1996, the number of low-performing campuses and districts decreased. The number of campuses rated *low-performing* decreased from 267 in 1995 to 108 in 1996. In 1995, 34 districts were rated *accredited warned*; only 8 districts were rated *academically unacceptable* in 1996.

Innovation through Deregulation

1996 marked the year in which the Texas public school system moved to promote local initiative and innovation through the formation of open-enrollment charter schools. The State Board of Education awarded 20 charters, authorized by law in 1995, to a variety of educational programs. Eleven of the 20 charters are designed to serve students at risk of academic failure or dropping out of school. Despite facing problems associated with inadequate startup funding, 16 of the 20 open-enrollment charter schools are currently operating and serving over 2,400 students.

The State Board of Education completed the sunset review of rules in May 1996, reducing the total number of its rules by 55 percent during the 1995-96 school year, from 551 to 250. The total number of Texas Education Agency rules, including commissioner rules, fell by 37 percent, from 590 to 374.

In January 1996, Texas became one of only twelve states to be granted Ed-Flex status by the U.S. Department of Education. Ed-Flex provides Texas school districts with greater flexibility in the design and operation of federal programs. Since the program started in April 1996, the commissioner has granted four statewide waivers to each of over 400 school districts to reduce paperwork and 250 programmatic waivers to 150 separate districts.

1. STUDENT PERFORMANCE

"I congratulate our students for continuing to improve their performance on TAAS. A special thanks goes to the teachers, parents, and members of communities who are helping our boys and girls realize their academic potential.... These results are especially pleasing in our first year of implementation of Senate Bill 1. I do believe that freedom, with accountability, is the surest recipe for improving student performance in Texas."

Mike Moses, Commissioner of Education, June 1996

Texas public school students continued an upward trend in performance by recording gains on most sections of the Texas Assessment of Academic Skills (TAAS) tests administered in the 1995-1996 academic year. These gains indicate that progress continues in the effort to ensure that Texas schools are adequately preparing students to become successful adults.

This chapter outlines statewide TAAS results for the 1995-1996 academic year, highlighting where progress has been made and where improvement is still needed. Also included in this report are statewide data from the administration of both the Biology I and the Algebra I end-of-course examinations. The TAAS data represent the results for all students not in special education, including those students who attend year-round education schools. District and campus-level results are available in the Academic Excellence Indicator System (AEIS) reports, which can be obtained through the Division of Performance Reporting at the Texas Education Agency.

Texas Assessment of Academic Skills (TAAS)

Spring 1996 results indicate notable gains at all grade levels in mathematics and at most grade levels in reading. In addition, every grade level showed improvement in the all tests taken category.

Table 1.1 and Figure 1.1 present spring 1994, spring 1995, and spring 1996 results by subject-area test and "all tests taken." For purposes of comparison across grade levels, the all tests taken category includes the TAAS reading and mathematics tests at grades 3, 5, 6, and 7, and the reading, writing, and mathematics tests at grades 4, 8, and 10. The results of the science and social studies tests, administered only to students in grade 8, are not included in this report.

The 1996 TAAS results indicate the continuation of an upward trend in achievement at all grade levels. In reading, the percentage of students meeting minimum expectations rose at all grade levels except grade 4 (down one percentage point) and grade 6 (no change); reading scores ranged from 77 percent of all students meeting minimum expectations at grade 8 to 82 percent meeting minimum expectations at grades 5 and 7.

In mathematics, all grade levels made notable gains, with the most impressive improvement at grade 6 (a 13-point gain compared to the 1995 results) and at grade 8 (a 12-point gain compared to the 1995 results). Scores ranged from 65 percent meeting minimum expectations at grade 10 to 78 percent meeting minimum expectations at grades 4 and 5.

Writing scores improved at grade 4 and at grade 8, while grade 10 results were down one percentage point. Scores ranged from 76 percent meeting minimum expectations at grade 8 to 86 percent meeting minimum expectations at grade 4.

Every grade level made gains in the all tests taken category. The percentage of

students meeting minimum expectations on all tests taken (reading and mathematics at grades 3, 5, 6, and 7, and reading, mathematics, and writing at grades 4, 8, and 10) ranged from 58 percent at grade 8 to 73 percent at grade 5. The relative standing among the grade levels remained basically the same as it was in 1995, with grades 3 and 5 producing the highest percentage of students meeting minimum expectations and grade 8 producing the lowest percentage.

Table 1.1

TEXAS ASSESSMENT OF ACADEMIC SKILLS

Percent Meeting Minimum Expectations

All Students Not In Special Education (includes results of year-round education students)

Spring 1994 - Spring 1995 - Spring 1996

	Reading			Mathematics			Writing			All Tests Taken		
	1994	1995	1996	1994	1995	1996	1994	1995	1996	1994	1995	1996
Grade 3	77%	79%	80%	62%	73%	76%				58%	67%	70%
	Gains range from 1 to 3 percentage points in all categories compared to the 1995 results.											
Grade 4	75%	79%	78%	59%	70%	78%	85%	84%	86%	54%	63%	66%
	Mathematics scores continue their dramatic improvement with an 8-point gain over the 1995 results and a 19-point gain over the 1994 results.											
Grade 5	77%	79%	82%	62%	72%	78%				58%	66%	73%
	With notable gains in all categories, Grade 5's 1996 results are the highest of any grade level in the "all tests taken" category.											
Grade 6	73%	78%	78%	60%	64%	77%				56%	60%	69%
	While reading scores remain at the 1995 levels, mathematics scores jump 13 percentage points, the largest gain of any grade level in mathematics.											
Grade 7	75%	78%	82%	59%	61%	70%				55%	58%	67%
	Compared to the 1995 results, reading scores rise by 4 percentage points, and mathematics scores reflect a gain of 9 percentage points.											
Grade 8*	76%	75%	77%	57%	56%	68%	69%	74%	76%	49%	50%	58%
	Reading and writing scores both rise by 2 percentage points; Grade 8's largest gain is a 12-point jump in mathematics.											
Grade 10	76%	76%	81%	57%	59%	65%	81%	86%	85%	52%	54%	60%
	Grade 10 posts the largest gain of any grade level in reading, rising 5 percentage points compared to the 1995 level; scores in both mathematics and "all tests taken" reflect 6-point gains.											

**Does not include results of the science and social studies tests.*

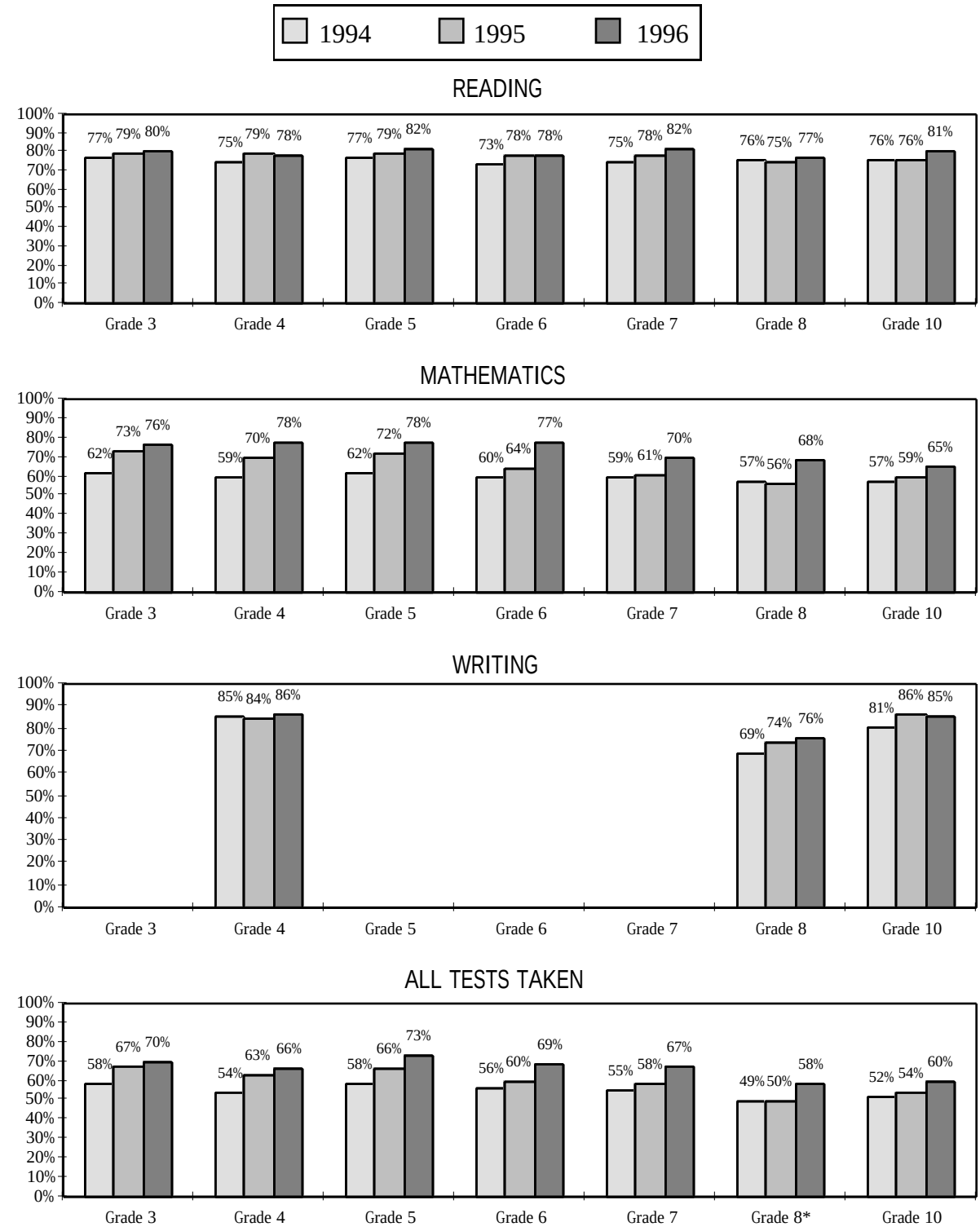
Figure 1.1

TEXAS ASSESSMENT OF ACADEMIC SKILLS

Percent Meeting Minimum Expectations

All Students Not In Special Education (includes results of year-round education students)

Spring 1994 - Spring 1995 - Spring 1996



** Does not include results of the science and social studies.*

Texas Learning Index (TLI)

Spring 1996 marked the third year of the Texas Learning Index, or TLI. The TLI is a scale score that describes how far a student's performance is above or below the passing standard. The TLI, provided for the TAAS reading and mathematics tests at grades 3 through 8 and at the exit level, was developed to allow students, parents, and schools the opportunity both to relate student performance to a passing standard and to compare student performance from year to year. Since the purpose of the TLI is to show year-to-year progress, the TLI is not used for reporting the results of those tests which are not administered in sequential grades, i.e., the writing test (administered only at grades 4 and 8 and at the exit level), the science and social studies tests (administered only at grade 8), and the end-of-course tests.

The TLI provides one indicator of whether a student is making sufficient yearly progress to be reasonably assured of meeting minimum expectations on the exit level test. The TLI can be used in this way since the passing standards for the tests administered at the lower grades are aligned with the passing standard at the exit level. In other words, it is as difficult for a third grader to pass the third grade reading and mathematics tests as it is for an eighth grader to pass the eighth grade reading and mathematics tests or for an exit level student to pass the exit level reading and mathematics tests. For example, a student who consistently achieves a TLI score of 70 or above at grades 3 through 8 should be in line to succeed on the exit level test if current academic progress continues.

Average TLI Scores

1996 TLI scores show improvement at every grade level in mathematics and at all but one grade level in reading.

In order to meet minimum expectations on the TAAS reading and mathematics assessments, a student must achieve a Texas Learning Index (TLI) of at least 70. Table 1.2 indicates that with only one exception (grade 4 reading with a loss of 0.2), all grade levels exhibited increases in average TLI scores in both reading and mathematics. Average TLIs in reading ranged from 78.6 at grade 3 to 81.6 at grade 5. Grade 7, with a gain of 2.3, and grade 10, with a gain of 2.2, had the largest TLI increases.

In mathematics, average TLI scores increased even more substantially. Every grade level showed notable gains in performance, with average TLI scores ranging from 72.9 at grade 10 to 77.5 at grade 5. Grades 6 and 8 had the largest TLI increases, with gains of 4.4 and 4.1, respectively.

Table 1.3 presents a comparison of average TLI scores across grade level for the same group of students. This matched group of students tested in reading and mathematics in both 1995 and 1996. For example, the average TLI of students who tested in reading and mathematics at grade 3 in 1995 is compared to the average TLI those same students achieved on the grade 4 reading and mathematics tests in 1996.

The table indicates that the 1996 TLI scores in both reading and mathematics rose for all of the matched

Table 1.2

TEXAS ASSESSMENT OF ACADEMIC SKILLS

Grade-Level Comparison of Average Texas Learning Index

All Students Not In Special Education (includes results of year-round education students)

	Reading			Mathematics		
	1995	1996	Gain/Loss	1995	1996	Gain/Loss
Grade 3	78.0	78.6	0.6	73.3	76.5	3.2
Grade 4	80.1	79.9	-0.2	74.6	77.4	2.8
Grade 5	79.9	81.6	1.7	74.7	77.5	2.8
Grade 6	79.8	80.8	1.0	72.6	77.0	4.4
Grade 7	78.8	81.1	2.3	71.8	75.6	3.8
Grade 8	78.0	79.8	1.8	69.7	73.8	4.1
Grade 10	77.8	80.0	2.2	71.2	72.9	1.7

Table 1.3

TEXAS ASSESSMENT OF ACADEMIC SKILLS

Grade-to-Grade
Average Texas Learning Index
of Matched Group of Students

. All Students Not In Special Education (includes results of year-round education students)

	Reading			Mathematics		
	1995	1996	Gain/Loss	1995	1996	Gain/Loss
Grade 3 to Grade 4	78.5	79.7	1.2	73.9	77.3	3.4
Grade 4 to Grade 5	80.2	81.6	1.4	74.8	77.6	2.8
Grade 5 to Grade 6	79.8	81.4	1.6	74.7	77.4	2.7
Grade 6 to Grade 7	80.0	81.4	1.4	73.0	76.0	3.0
Grade 7 to Grade 8	79.4	80.1	0.7	72.4	74.1	1.7

groups. In reading, the largest gain was posted by those students who tested at grade 6 in 1996; their average TLI score of 81.4 represented a gain of 1.6 over their performance on the grade 5 test in 1995. Average TLI gains in reading ranged from 0.7 for the grade 7 to 8 matched group to 1.6 for the grade 5 to 6 matched group.

The largest gain in mathematics was recorded by those students who tested at grade 4 in 1996; their average TLI score of 77.3 represented a gain of 3.4 over their performance on the grade 3 test in 1995. The students who tested at grade 7 in 1996 also showed a notable gain, increasing their average TLI by 3.0. Average TLI gains in mathematics ranged from 1.7 for the grade 7 to 8 matched group to 3.4 for the grade 3 to 4 matched group.

Percent Passing the TAAS: Results by Student Groups

"We should not be satisfied until our minority students are passing TAAS at a rate that is comparable to nonminority students."

Mike Moses, Commissioner of Education, June 1996

Texas minority students continue to make gains in closing the performance gap on TAAS, with double-digit gains in mathematics at grades 4 and 8, as shown in Table 1.4.

Note: This section focuses on grades 4, 8, and 10 so that results from the writing test can be included in the comparison.

Grade 4

Reading scores in 1996 held steady for African-American students at 63 percent meeting minimum expectations, while the scores for Hispanic students (70 percent), white students (86 percent), and economically

Table 1.4

TEXAS ASSESSMENT OF ACADEMIC SKILLS

Percent Meeting Minimum Expectations

All Students Not In Special Education (includes results of year-round education students)

Spring 1994 - Spring 1995 - Spring 1996

AFRICAN-AMERICAN STUDENTS

	Reading					Mathematics				
	1994	1995	1996	Gain/Loss 9596	Gain/Loss 9496	1994	1995	1996	Gain/Loss 9596	Gain/Loss 9496
Grade 4	58	63	63	0	5	37	49	60	11	23
Grade 8	60	59	63	4	3	33	32	46	14	13
Grade 10	61	60	71	11	10	33	36	44	8	11
	Writing					All Tests Taken				
	1994	1995	1996	Gain/Loss 9596	Gain/Loss 9496	1994	1995	1996	Gain/Loss 9596	Gain/Loss 9496
Grade 4	74	73	76	3	2	33	41	47	6	14
Grade 8*	52	60	64	4	12	26	27	37	10	11
Grade 10	69	78	76	-2	7	29	32	38	6	9

ECONOMICALLY DISADVANTAGED STUDENTS

	Reading					Mathematics				
	1994	1995	1996	Gain/Loss 9596	Gain/Loss 9496	1994	1995	1996	Gain/Loss 9596	Gain/Loss 9496
Grade 4	63	69	67	-2	4	45	58	68	10	23
Grade 8	61	60	64	4	3	39	37	53	16	14
Grade 10	59	59	67	8	8	40	42	50	8	10
	Writing					All Tests Taken				
	1994	1995	1996	Gain/Loss 9596	Gain/Loss 9496	1994	1995	1996	Gain/Loss 9596	Gain/Loss 9496
Grade 4	77	77	79	2	2	40	49	54	5	14
Grade 8*	54	62	63	1	9	31	31	40	9	9
Grade 10	68	75	74	-1	6	33	35	42	7	9

HISPANIC STUDENTS

	Reading					Mathematics				
	1994	1995	1996	Gain/Loss 9596	Gain/Loss 9496	1994	1995	1996	Gain/Loss 9596	Gain/Loss 9496
Grade 4	66	72	70	-2	4	48	61	71	10	23
Grade 8	63	62	65	3	2	41	38	54	16	13
Grade 10	62	62	69	7	7	41	43	52	9	11
	Writing					All Tests Taken				
	1994	1995	1996	Gain/Loss 9596	Gain/Loss 9496	1994	1995	1996	Gain/Loss 9596	Gain/Loss 9496
Grade 4	79	80	82	2	3	43	53	57	4	14
Grade 8*	57	63	64	1	7	33	32	42	10	9
Grade 10	70	76	76	0	6	35	37	44	7	9

** Does not include results of the science and social studies tests.*

WHITE STUDENTS

	Reading					Mathematics				
	1994	1995	1996	Gain/Loss 9596	Gain/Loss 9496	1994	1995	1996	Gain/Loss 9596	Gain/Loss 9496
Grade 4	85	88	86	-2	1	70	81	86	5	16
Grade 8	88	86	89	3	1	73	73	82	9	9
Grade 10	88	88	91	3	3	70	74	78	4	8
	Writing					All Tests Taken				
	1994	1995	1996	Gain/Loss 9596	Gain/Loss 9496	1994	1995	1996	Gain/Loss 9596	Gain/Loss 9496
Grade 4	91	90	91	1	0	66	75	77	2	11
Grade 8*	80	85	87	2	7	65	66	74	8	9
Grade 10	90	93	93	0	3	67	70	74	4	7

** Does not include results of the science and social studies tests.*

disadvantaged students (67 percent) each dropped 2 percentage points. The two-year comparison between 1994 and 1996, however, shows gains for all groups: up 1 point for white students, up 4 points for both Hispanic and economically disadvantaged students, and up 5 points for African-American students.

Mathematics scores continued their upward trend. African-American students gained 11 percentage points compared to last year and 23 points compared to the 1994 results, with 60 percent meeting minimum expectations. The percentage of Hispanic students meeting minimum expectations rose to 71 percent, a 10-point increase over the 1995 results and a 23-point jump compared to the 1994 results. Similarly impressive gains were exhibited by economically disadvantaged students, whose 68-percent score also reflected a gain of 10 points over the 1995 figures and a 23-point increase compared to the 1994 results. White students achieved a gain of 5 points above last year's results and 16 points above the 1994 results, reaching a total of 86 percent meeting minimum expectations on the mathematics test.

Writing scores rose across all groups. Both the Hispanic and the economically disadvantaged populations, at 82 percent and 79 percent respectively, saw 2-point increases in scores from last year's levels; compared to the 1994 results, these figures represented a 2-point gain for economically disadvantaged students and a 3-point gain for Hispanic students. African-American students gained 3 points this year and 2 points compared to 1994 levels, rising to 76 percent meeting minimum expectations. White students gained 1 percentage point to reach 91 percent, which was the percent meeting minimum expectations on the writing test in 1994 as well.

Results in the all tests taken category provide evidence of improvement across all groups. The percentage of African-American students meeting minimum expec-

tations on all tests taken rose 6 points to 47 percent; this represents an increase of 14 points over the 1994 results. The scores of the Hispanic group, at 57 percent, and the economically disadvantaged group, at 54 percent, exhibited the same 14-point increase in the 1994-1996 comparison. The scores of white students rose 2 points to 77 percent, an 11-point increase over the 1994 results.

Grade 8

Reading scores rose 4 percentage points for both African-American students, at 63 percent meeting minimum expectations, and economically disadvantaged students, at 64 percent; for both groups, these results represent a 3-point gain over 1994 levels. At 65 percent, the scores of Hispanic students rose 3 points from 1995 levels and 2 points from 1994 levels. White students' scores also rose 3 points to 89 percent, a 1-point gain compared to the 1994 results.

Improvement in mathematics scores at this grade level was dramatic. Both the Hispanic and the economically disadvantaged populations, at 54 percent and 53 percent respectively, saw 16-point increases in scores from last year's levels; compared to the 1994 results, these figures represented a 14-point gain for economically disadvantaged students and a 13-point gain for Hispanic students. African-American students gained 14 points this year and 13 points compared to 1994 levels, rising to 46 percent meeting minimum expectations. The scores of white students rose 9 points to 82 percent, representing a 9-point gain compared to 1994 levels.

Writing scores rose for all groups, with African-American students gaining 4 percentage points to reach 64 percent meeting minimum expectations; compared to 1994 levels, this represented a 12-point gain. At 64 percent, Hispanic students' scores rose 1 point, an increase of 7 points compared to the 1994 results. The scores of economically disadvantaged students also rose 1 point; at 63 percent, this score reflects a gain of 9 percentage points over 1994 levels. The percentage of white students meeting minimum expectations rose to 87 percent, which is a 2-point gain over the 1995 results.

In the all tests taken category, which comprises the reading, mathematics, and writing tests only, the 1996 results indicated notable gains in performance by all groups. Both the Hispanic and the African-American populations, at 42 percent and 37 percent respectively, saw 10-point increases in scores from last year's levels; compared to the 1994 results, these figures represented a 9-point gain for Hispanic students and an 11-point gain for African-American students. For economically disadvantaged students, whose 1994 and 1995 scores had held steady at 31 percent, a notable 9-point increase brought their 1996 results to 40 percent meeting minimum expectations. The percentage of white students meeting minimum expectations on all tests taken rose 8 points to 74 percent, a 9-point increase compared to the 1994 results.

Grade 10 (Exit Level)

Reading performance improved substantially, with the African-American group posting the largest gain (11 points) and rising to 71 percent meeting minimum expectations; this figure reflects a 10-point increase compared to the 1994 results. For Hispanic students, whose 1994 and 1995 scores had held steady at 62 percent, a 7-point increase brought their 1996 results to 69 percent meeting minimum expectations. Scores of both the white students and the economically disadvantaged students exhibited the same pattern as the Hispanic students: after a flat two years, 1996 performance improved, with economically disadvantaged students gaining 8 points to 67 percent and white students gaining 3 points to 91 percent.

Mathematics scores reflected gains across all groups. Both the economically disadvantaged and the African-American populations, at 50 percent and 44 percent respectively, saw 8-point increases in scores from last year's levels; compared to the 1994 results, these figures represented a 10-point gain for economically disadvantaged students and an 11-point gain for African-American students. The scores of Hispanic students rose 9 points to 52 percent, an increase of 11 points above 1994 levels. Rising to 78 percent meeting minimum expectations, the white students' scores gained 4 points compared to last year's results and 8 points compared to the 1994 results.

Writing scores remained fairly stable, with the white students (93 percent meeting minimum expectations) and the Hispanic students (76 percent) maintaining their previous year's results. The percentage of economically disadvantaged students meeting minimum expectations, at 74 percent, was one point less than the previous year, and African-American students' scores, at 76 percent, lost 2 points. The two-year comparison between 1994 and 1996, however, shows gains for all groups: up 3 points for white students, up 6 points for both Hispanic and economically disadvantaged students, and up 7 points for African-American students.

Increases across all groups were evident in the all tests taken category. The percentage of Hispanic students meeting minimum expectations on all tests taken rose to 44 percent, a gain of 7 points compared to the previ-

ous year. The percentage of economically disadvantaged students also rose 7 points to reach 42 percent, and the scores of African-American students rose to 38 percent meeting minimum expectations, a gain of 6 points. For these three groups, the gain compared to 1994 levels was the same: up 9 percentage points. The scores of white students rose 4 points to 74 percent, which represented a gain of 7 points compared to the 1994 results.

Table 1.4 presents three-year comparisons of student group performance by subject-area test and all tests taken for grades 4, 8, and 10 (exit level).

Percent Passing the TAAS: Results by Special Population

Table 1.5 presents 1995 and 1996 results by special population for all grade levels. Categories of students considered as special populations include students with limited English proficiency (LEP) and students identified as at risk of dropping out of school (at-risk).

The LEP/Non-LEP portion of the table indicates that both groups at all grades made gains in performance in 1996. Grade 5 LEP students showed the greatest improvement, rising to 45 percent meeting minimum expectations; this represented a gain of 10 points.

As the At Risk/ Not At-Risk portion of the chart shows, with the exception of grade 4 Not At-Risk students, whose 1996 results remained at 1995 levels, both groups made gains in performance at all grades. Grade 7 at-risk students exhibited the greatest improvement, rising to 39 percent meeting minimum expectations; this represented a gain of 10 points.

Average TLI Scores by Ethnicity

Mathematics performance by Hispanic and African-American students exhibited notable improvement.

Average TLI scores in reading rose for all major ethnic groups in all grades except for grade 4 Hispanic and African-American students (Table 1.6). Gains in average TLI scores ranged from 0.1 for grade 6 Hispanic students to 4.0 for grade 10 African-American students.

Table 1.5

TEXAS ASSESSMENT OF ACADEMIC SKILLS

Percent Meeting Minimum Expectations

Results by Special Population

All Students Not In Special Education (includes results of year-round education students)

	ALL TESTS TAKEN					
	LEP Students			Non-LEP Students		
	1995	1996	Gain/Loss	1995	1996	Gain/Loss
Grade 3	48	55	7	68	71	3
Grade 4	41	46	5	65	68	3
Grade 5	35	45	10	68	74	6
Grade 6	22	27	5	63	72	9
Grade 7	16	24	8	61	69	8
Grade 8*	11	15	4	52	61	9
Grade 10	14	15	1	57	62	5

	ALL TESTS TAKEN					
	At-Risk Students			Not At-Risk Students		
	1995	1996	Gain/Loss	1995	1996	Gain/Loss
Grade 3	44	48	4	74	77	3
Grade 4	37	40	3	80	80	0
Grade 5	42	47	5	84	88	4
Grade 6	32	41	9	80	86	6
Grade 7	29	39	10	78	84	6
Grade 8*	20	27	7	72	78	6
Grade 10	31	35	4	72	74	2

** Does not include results of the science and social studies tests.*

An even greater gain across all groups was registered for mathematics; all grade levels participated in this improvement. Gains in average TLI scores ranged from 1.0 for grade 10 white students to 6.0 for grade 6 African-American students.

Average TLI Scores by Economic Groups

The economically disadvantaged population continued its upward trend in performance, with the average TLI in mathematics at grades 3, 6, and 7 rising into the seventies for the first time.

Average TLI scores of students identified as economically disadvantaged through eligibility for a free or reduced-price meal program reflected gains in reading across all grades with the exception of grade 4; these gains ranged from 0.3 at grade 6 to 2.7 at grade 7 (Table 1.7). The average TLI of students not identified as economically disadvantaged also showed improvement, with gains at all grade levels ranging from 0.3 at grade 4 to 2.3 at grade 7.

In mathematics, both economic groups registered improvement at every grade level. Gains in the average TLI for economically disadvantaged students ranged from 2.7 at grade 10 to 5.4 at grade 6. Gains in the average TLI for those students not identified as economically disadvantaged ranged from 1.5 at grade 10 to 3.9 at grades 6 and 8.

Average TLI Scores by Special Population

LEP students and At-Risk students narrowed the performance gap in mathematics by exhibiting greater TLI

Table 1.6

TEXAS ASSESSMENT OF ACADEMIC SKILLS

Average Texas Learning Index and Gain/Loss Results by Ethnicity

All Students Not In Special Education (includes results of year-round education students)

Spring 1995 - Spring 1996

	AFRICAN-AMERICAN STUDENTS					
	Reading			Mathematics		
	1995	1996	Gain/Loss	1995	1996	Gain/Loss
Grade 3	71.5	71.9	0.4	65.9	69.9	4.0
Grade 4	73.2	72.9	-0.3	66.9	70.6	3.7
Grade 5	72.7	75.0	2.3	66.6	70.1	3.5
Grade 6	73.7	74.9	1.2	65.0	71.0	6.0
Grade 7	72.4	75.6	3.2	63.0	68.2	5.2
Grade 8	71.4	73.3	1.9	61.5	66.3	4.8
Grade 10	71.1	75.1	4.0	63.0	65.6	2.6

	HISPANIC STUDENTS					
	Reading			Mathematics		
	1995	1996	Gain/Loss	1995	1996	Gain/Loss
Grade 3	73.8	74.7	0.9	69.7	73.5	3.8
Grade 4	76.5	75.8	-0.7	71.3	74.7	3.4
Grade 5	75.5	77.3	1.8	71.4	75.0	3.6
Grade 6	75.3	75.4	0.1	68.0	73.3	5.3
Grade 7	73.5	76.2	2.7	66.3	71.0	4.7
Grade 8	72.5	74.1	1.6	63.9	69.1	5.2
Grade 10	71.9	74.3	2.4	65.5	68.4	2.9

	WHITE STUDENTS					
	Reading			Mathematics		
	1995	1996	Gain/Loss	1995	1996	Gain/Loss
Grade 3	82.0	82.7	0.7	77.3	80.1	2.8
Grade 4	83.9	84.1	0.2	78.3	80.6	2.3
Grade 5	84.3	85.8	1.5	78.6	80.8	2.2
Grade 6	84.2	85.8	1.6	77.5	80.8	3.3
Grade 7	83.8	85.8	2.0	77.5	80.4	2.9
Grade 8	83.0	85.2	2.2	75.3	78.7	3.4
Grade 10	82.9	84.6	1.7	76.3	77.3	1.0

gains at most grade levels than the Non-LEP and Not At-Risk populations, as indicated in Table 1.8.

Categories of students considered as special populations include students with limited English proficiency (LEP) and students identified as at risk of dropping out of school (At-Risk).

In reading, LEP students achieved gains in average TLI scores at all grades except for grades 4 and 6; the largest gain was registered at grade 7, with an increase of 3.3. The average TLI scores of non-LEP students dropped 0.2 at grade 4 but rose at the remaining grades, with gains ranging from 0.6 at grade 3 to 2.3 at grade 7.

Increases in average TLI scores for mathematics were registered by LEP students in all grades, with gains ranging from 1.5 at grade 10 to 6.0 at grade 6. The average TLI scores of non-LEP students also showed improvement, with gains ranging from 1.7 at grade 10 to 4.3 at grade 6.

In comparing 1995 and 1996 TLI averages of At-Risk students in reading, gains were recorded at most grade levels with the exception of grades 4 and 6; at the remaining grades, gains ranged from 0.8 at grades 3 and 5 to 2.6 at grade 7. The Not At-Risk population registered gains at most grades, with the largest increase, 1.8, at grade 7.

Table 1.7

TEXAS ASSESSMENT OF ACADEMIC SKILLS

Average Texas Learning Index and Gain/Loss
Results by Economic Group

All Students Not In Special Education (includes results of year-round education students)

Spring 1995 - Spring 1996

	ECONOMICALLY DISADVANTAGED STUDENTS					
	Reading			Mathematics		
	1995	1996	Gain/Loss	1995	1996	Gain/Loss
Grade 3	72.9	73.7	0.8	68.8	72.4	3.6
Grade 4	75.4	74.7	-0.7	70.1	73.5	3.4
Grade 5	74.5	76.3	1.8	70.1	73.6	3.5
Grade 6	74.7	75.0	0.3	67.4	72.8	5.4
Grade 7	73.0	75.7	2.7	65.7	70.4	4.7
Grade 8	71.8	73.6	1.8	63.5	68.5	5.0
Grade 10	70.9	73.3	2.4	65.0	67.7	2.7

	Not ECONOMICALLY DISADVANTAGED STUDENTS					
	Reading			Mathematics		
	1995	1996	Gain/Loss	1995	1996	Gain/Loss
Grade 3	82.2	82.9	0.7	77.1	80.1	3.0
Grade 4	84.0	84.3	0.3	78.2	80.7	2.5
Grade 5	84.3	85.9	1.6	78.4	80.7	2.3
Grade 6	83.6	85.4	1.8	76.5	80.4	3.9
Grade 7	82.6	84.9	2.3	75.9	79.3	3.4
Grade 8	81.5	83.7	2.2	73.3	77.2	3.9
Grade 10	80.5	82.7	2.2	73.7	75.2	1.5

In mathematics, gains in average TLI scores for At-Risk students continued their upward trend at all grade levels; the gains ranged from 1.7 at grade 10 to 4.9 at grade 6. The Not At-Risk population also registered gains at all grade levels, ranging from 0.3 at grade 10 to 3.3 at grade 6.

Intensive Instruction

Section 39.024 of the Texas Education Code specifies that districts must offer an intensive program of instruction for students who did not perform satisfactorily on an assessment instrument mandated by the code.

As Table 1.9 indicates, in the 1996-1997 school year, districts must offer intensive instruction in either reading, writing, mathematics, or a combination of these subject areas to between 28 percent and 33 percent of the students tested at each grade level in grades 3 through 8. At grade 10, 41 percent of the students tested in spring 1996 did not meet minimum expectations on one or more tests (reading, writing, mathematics) of the exit level TAAS and must be offered intensive instruction.

End-Of-Course Examinations

End-of-course examinations are administered at the end of the last semester of the appropriate course. In addition to providing requisite statewide, regional, and district-level data on specified secondary-level courses in various content areas, school districts may use the end-of-course tests for local purposes. The State Board of Education has set the passing standard for the both the Biology I and the Algebra I end-of-course examinations at an equivalent of 70 percent of the items correct, which is represented by a scale score of 1,500.

Table 1.8

TEXAS ASSESSMENT OF ACADEMIC SKILLS

Average Texas Learning Index And Gain/Loss

Results By Special Population

All Students Not In Special Education (includes results of year-round education students)

Spring 1995 - Spring 1996

	LEP STUDENTS					
	Reading			Mathematics		
	1995	1996	Gain/Loss	1995	1996	Gain/Loss
Grade 3	69.8	71.9	2.1	67.9	72.4	4.5
Grade 4	71.0	70.5	-0.5	67.6	72.1	4.5
Grade 5	66.9	69.0	2.1	65.7	70.5	4.8
Grade 6	66.8	64.7	-2.1	60.2	66.2	6.0
Grade 7	61.5	64.8	3.3	57.5	62.5	5.0
Grade 8	61.3	61.8	0.5	56.1	60.5	4.4
Grade 10	58.7	58.7	0.0	58.5	60.0	1.5

	AT-RISK STUDENTS					
	Reading			Mathematics		
	1995	1996	Gain/Loss	1995	1996	Gain/Loss
Grade 3	69.7	70.5	0.8	66.2	69.5	3.3
Grade 4	72.4	70.2	-2.2	66.8	69.8	3.0
Grade 5	71.7	72.5	0.8	67.2	70.0	2.8
Grade 6	72.4	71.9	-0.5	64.5	69.4	4.9
Grade 7	70.4	73.0	2.6	62.5	66.8	4.3
Grade 8	69.3	70.6	1.3	60.5	64.6	4.1
Grade 10	71.1	73.1	2.0	63.9	65.6	1.7

	Non-LEP STUDENTS					
	Reading			Mathematics		
	1995	1996	Gain/Loss	1995	1996	Gain/Loss
Grade 3	78.5	79.1	0.6	73.7	76.8	3.1
Grade 4	80.6	80.4	-0.2	75.0	77.7	2.7
Grade 5	80.6	82.2	1.6	75.2	77.9	2.7
Grade 6	80.6	81.9	1.3	73.4	77.7	4.3
Grade 7	79.8	82.1	2.3	72.6	76.4	3.8
Grade 8	78.8	80.8	2.0	70.4	74.6	4.2
Grade 10	79.0	81.2	2.2	72.0	73.7	1.7

	Not AT-RISK STUDENTS					
	Reading			Mathematics		
	1995	1996	Gain/Loss	1995	1996	Gain/Loss
Grade 3	80.6	81.2	0.6	75.6	78.8	3.2
Grade 4	85.0	84.7	-0.3	79.6	81.1	1.5
Grade 5	85.8	87.0	1.2	80.2	82.0	1.8
Grade 6	84.9	86.1	1.2	78.3	81.6	3.3
Grade 7	84.2	86.0	1.8	77.9	80.9	3.0
Grade 8	84.3	85.6	1.3	76.5	79.7	3.2
Grade 10	82.8	83.9	1.1	76.9	77.2	0.3

Table 1.9

TEXAS ASSESSMENT OF ACADEMIC SKILLS

Number And Percent Of Students
Requiring Intensive Instruction
Based On Number Of Tests Failed

All Students Not In Special Education (includes results of year-round education students)

Spring 1996

	One Test Only		Two Tests Only		All Three Tests		Total	
	Number	%	Number	%	Number	%	Number	%
Grade 3	37,172	17	28,948	13			66,120	30
Grade 4	38,516	17	23,125	10	14,838	7	76,479	34
Grade 5	36,209	16	26,949	12			63,158	28
Grade 6	38,924	17	33,447	14			72,371	31
Grade 7	45,729	19	33,637	14			79,366	33
Grade 8*	36,325	15	22,388	9	18,998	8	77,711	32
Grade 10	45,644	22	22,718	11	16,007	8	84,369	41

** Does not include results of the science and social studies tests.*

Table 1.10 presents the 1996 Biology I and Algebra I end-of-course test results for all students not in special education. For Biology I, a comparison with the 1995 results is included.

Biology I

Results of the spring 1996 administration showed that 76 percent of the students tested performed successfully, up from 73 percent the previous year. Gains in percent passing were exhibited by all ethnic groups, special population groups, and economic groups. The greatest gains were reflected in the performance of Hispanic students, whose results rose 5 points to 61 percent passing, and LEP students, whose results rose 5 points to 33 percent passing.

Algebra I

Since spring 1995 was a benchmark year for the Algebra I test, no data are available for comparison with 1996. Results of the spring 1996 administration showed that 28 percent of the students tested performed successfully. The group performance data show that percentages passing ranged from 9 percent (LEP students) to 40 percent (Not At-Risk students and white students).

Release Of Tests

"I think that the release of the TAAS tests will go a long way in answering parents' and educators' questions about what's on the tests and how they measure what students are being taught in school....We are happy to eliminate any secrecy about these tests. I think it can relieve a great deal of parent and teacher anxiety. I believe that it will strengthen the state's assessment system."

Mike Moses, Commissioner of Education, May 1995

For the first time in the testing program's history, the actual TAAS items on which students were scored were made public on May 19, 1995, shortly after spring testing. The contents of the spring 1995 reading, mathematics, and writing tests were released in order to disclose test items to educators, parents, and all interested members of the public, and to provide released tests to school districts for use in formative student evaluation.

Beginning with the 1995-1996 academic year, legislation mandated yearly release of all actual test items that counted towards student scores for *each test* administered under the requirements of the Texas Education Code, Chapter 39, Subchapter B. Therefore, the 1996 release included the "primary" administration and

Table 1.10

END-OF-COURSE EXAMINATIONS

Percent Passing End-Of-Course Examinations and Gain/Loss

All Students Not In Special Education

Spring 1995 - Spring 1996

	Biology I			Algebra I*
STUDENT POPULATION	1995	1996	Gain/Loss	1996
African-American	55	59	4	11
Hispanic	56	61	5	14
White	87	90	3	40
All Students	73	76	3	28
LEP	28	33	5	9
Not LEP	76	79	3	29
At-Risk	56	58	2	7
Not At-Risk	84	87	3	40
Economically Disadvantaged	56	59	3	14
Not Economically Disadvantaged	79	83	4	35

** Since Algebra I was benchmarked in 1995, gain/loss comparisons cannot be made.*

"alternate" administration forms of the reading and mathematics tests in grades 3 through 8 and 10 (exit-level), writing tests at grades 4, 8 and 10 (exit-level), as well as the Spanish versions of TAAS reading and mathematics at grades 3 and 4. In addition, all exit level TAAS retests and all Algebra I and Biology I end-of-course tests administered in the 1995-1996 academic year were released. Districts received the released test booklets in August 1996.

Released materials include test booklets, answer keys, and written composition scoring guides. These scoring guides contain the criteria used in the scoring of the essay portion of the writing test; samples of scored student responses with explanatory annotations are also included in the guides.

Each school superintendent, as well as each regional education service center, was provided with multiple copies of the released test materials. Districts and individuals also have the opportunity to purchase additional copies of the released tests, which are copyrighted by the Texas Education Agency. In addition, districts were provided with group item analysis reports which indicate the percentage of students at the campus or district level who selected each answer option. Districts may also obtain individual item analysis reports that indicate which answer options a particular student selected. This detailed information may enable districts to more easily identify student and/or programmatic strengths and weaknesses.

The contents of the assessments must remain secure prior to any given administration in order to ensure that all students are tested on a "level playing field." Therefore, the items that are released to the public can never again be used in an actual testing situation. Many new items must continually be developed and field-tested in order to replenish the "bank" of items used in the construction of future assessments.

A Study of the Correlation of Course Grades with the Grade 8 TAAS Mathematics Test

Texas Education Code Section 39.182(a)(4) mandates biennial studies to evaluate the correlation between student grades and student performance on state-mandated assessment instruments. To comply with this statute, the Student Assessment Division at the Texas Education Agency has conducted periodic studies to determine the relationship between a student's classroom performance and his/her scores on statewide criterion-referenced assessments.

This section describes the most recent study, which compares specific end-of-year mathematics course grades of eighth-grade students with their pass/fail rates on the TAAS grade 8 mathematics test. Only students enrolled in the course described as "mathematics, grade 8" in the Texas essential elements were considered in this study. Passing the grade 8 TAAS mathematics test is defined as attaining a Texas Learning Index (TLI) of at least 70. Two large urban districts and a large suburban district, each representing a different region of the state, volunteered to participate in this study. District assistance with this study was critical since data representing specific final grades for grade 8 mathematics are not available through the Public Education Information Management System (PEIMS). All three districts used a numeric grading scale. For this study the numerical grades were transformed into letter grades using the following scale:

A = 90 – 100
B = 80 – 89
C = 70 – 79
D = 60 – 69
F = below 60

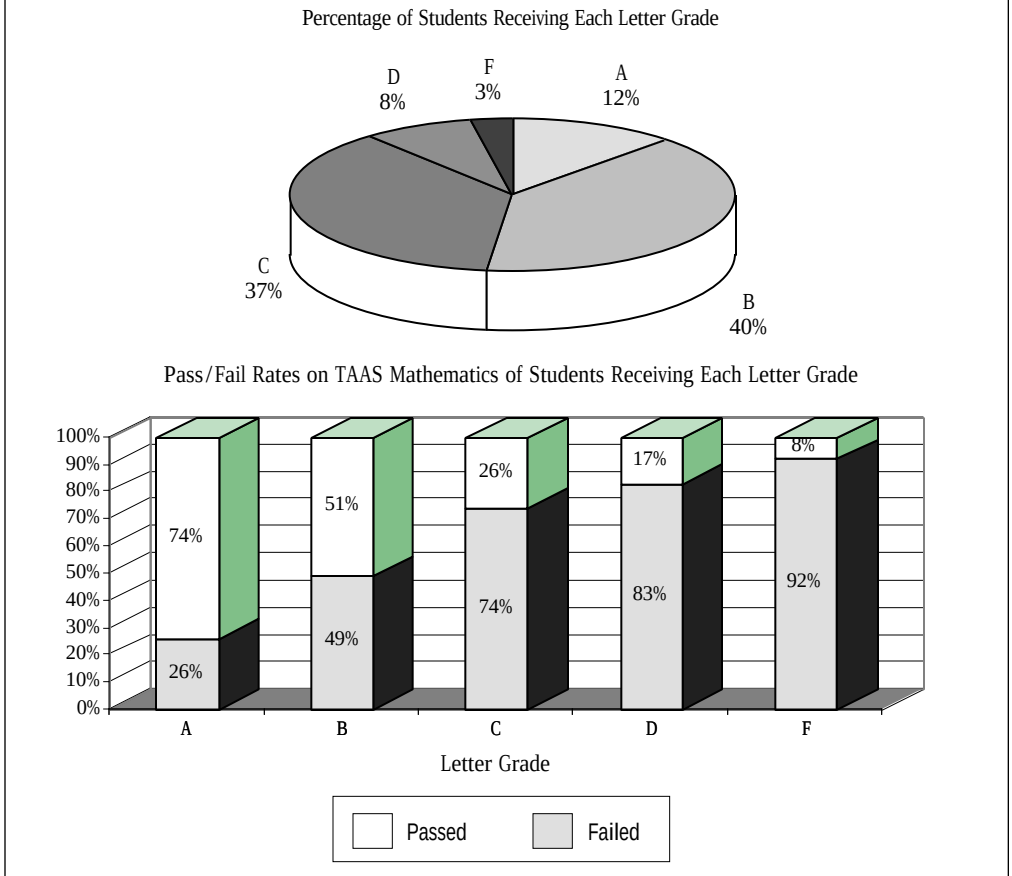
Each district provided the Student Assessment Division with data for the TAAS mathematics test administered in March 1996 and for the mathematics course completed in May 1996. The purpose of this case study is to examine the relationship between pass/fail rates of eighth graders on TAAS mathematics and the specific letter grades issued to those same students at the end of their mathematics course. This study is not intended to represent state patterns.

Large Urban District I

This large urban district administered the March 1996 TAAS grade 8 mathematics test to more than 1,800 students who were also enrolled in grade 8 mathematics during the 1995-1996 school year. Seventy-five percent of these students were Hispanic, 19 percent were white, and five percent were African American. In addition, more than 75 percent were classified as economically disadvantaged, and 63 percent were identified as at-risk of dropping out of school.

Figure 1.2

LARGE URBAN DISTRICT I



The higher the letter grade a student received in the grade 8 mathematics course, the more likely it was that he or she passed the TAAS mathematics test (Figure 1.2). The lower the letter grade, the more likely it was that he or she failed the test. For example, 8 percent of students who received an F in grade 8 mathematics passed the TAAS mathematics test, and 17 percent who received a D passed the test. Meanwhile, students who received a final grade of A or B passed at much higher rates (74 and 51 percent, respectively). However, the correlation notwithstanding, it is important to note that 26 percent of students receiving an A and 49 percent of students receiving a B in the grade 8 mathematics course failed the TAAS mathematics test.

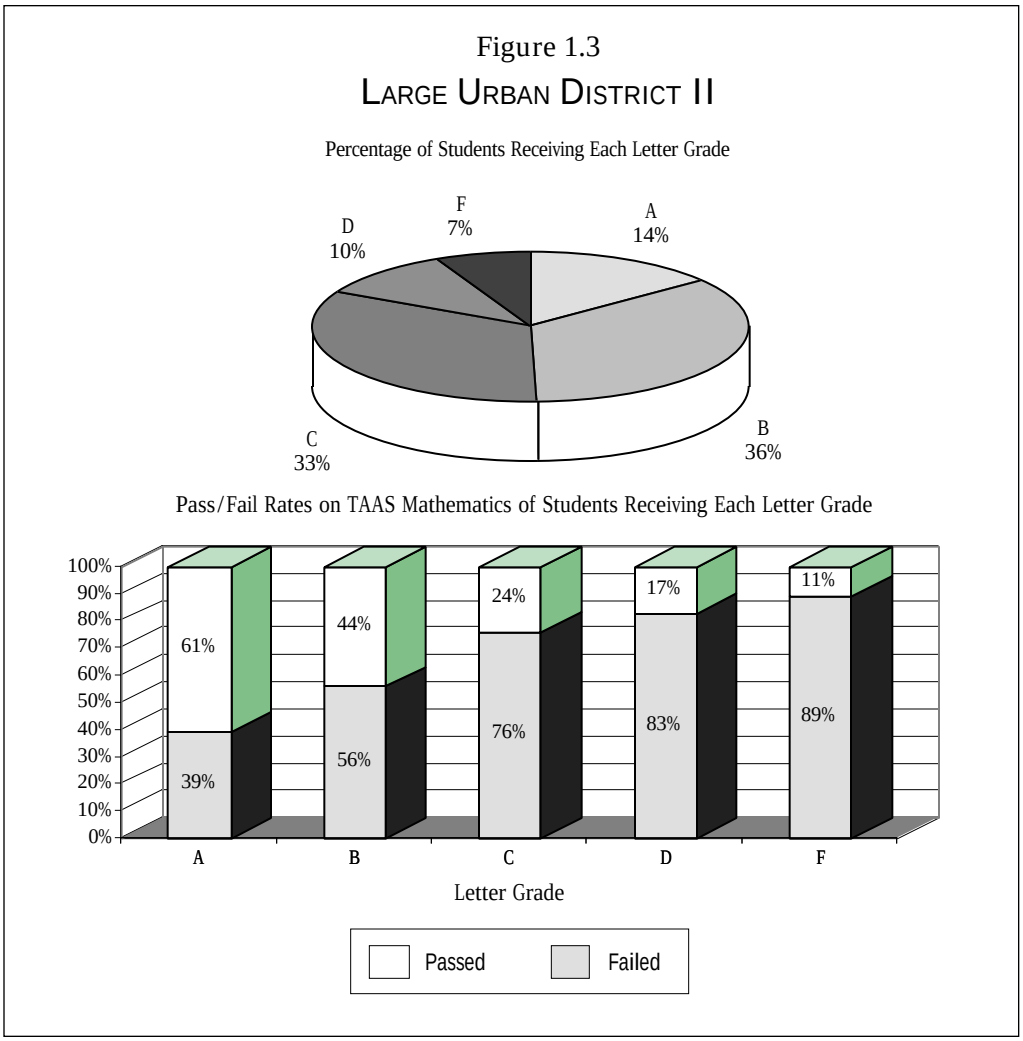
Large Urban District II

This large urban district administered the March 1996 TAAS grade 8 mathematics test to more than 2,500 students who were also enrolled in grade 8 mathematics during the 1995-1996 school year. More than 39 percent of these students were Hispanic, 38 percent were African American, and 20 percent were white. In addition, more than 55 percent of the students were classified as economically disadvantaged, and 65 percent were identified as at-risk of dropping out of school.

Students whose performance in the mathematics course was weak or inadequate were less likely to pass the TAAS mathematics test. For example, 11 percent of students who received an F for the grade 8 mathematics course passed the grade 8 TAAS mathematics test, and 17 percent of students receiving a D in the course passed the test (Figure 1.3). Students earning higher grades in the course did progressively better on the TAAS test: 24 percent who earned a C passed the test, 44 percent who earned a B passed the test, and 61 percent who earned an A passed the test. At the same time, a large percentage of students who did well in their mathematics course, as evidenced by high letter grades, failed the TAAS mathematics test. Taking into account all the students in this large urban district who made either an A or a B in their mathematics course, over half of this group failed the TAAS mathematics test.

Figure 1.3

LARGE URBAN DISTRICT II



Large Suburban District

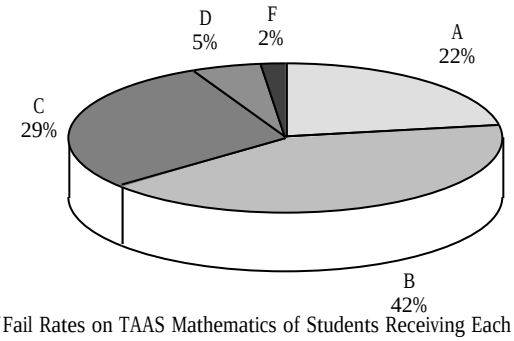
The large suburban district in this study administered the March 1996 TAAS grade 8 mathematics test to approximately 3,700 students who were also enrolled in the grade 8 mathematics course during the 1995-1996 school year. Approximately 47 percent of these students were Hispanic, 42 percent were white, and 8 percent were African American. In addition, more than 33 percent of these students were classified as economically disadvantaged and 45 percent were at-risk of dropping out of school.

The lower the letter grade a student received in the grade 8 mathematics course, the more likely it was that he or she failed the TAAS mathematics test (Figure 1.4). For example, 79 percent of those students who received a D or F failed the TAAS mathematics test. Likewise, the higher the letter grade a student received in the grade 8 mathematics course, the more likely it was that he or she passed the TAAS mathematics test: 93 percent of students receiving an A and 74 percent receiving a B passed the TAAS mathematics test. Pass rates for students who received a final grade of C in the mathematics course were not markedly different: 46 percent passed the TAAS mathematics test, and 54 percent failed. However, 7 percent of students who earned an A and 26 percent who earned a B in the mathematics course failed the TAAS mathematics test.

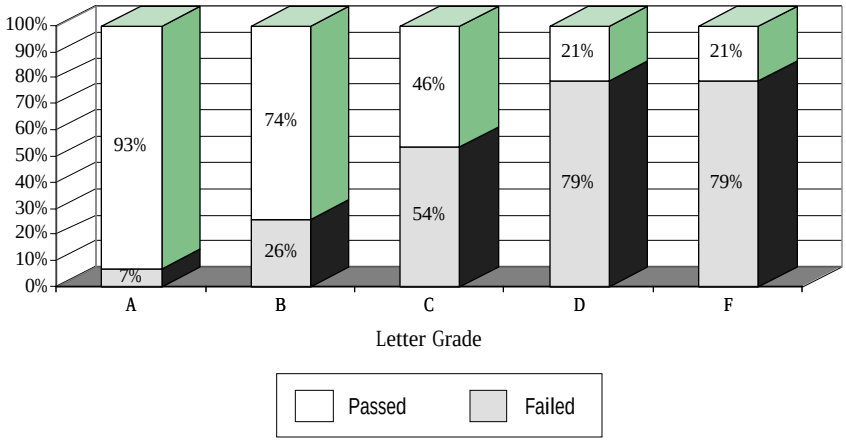
Figure 1.4

LARGE SUBURBAN DISTRICT

Percentage of Students Receiving Each Letter Grade



Pass/Fail Rates on TAAS Mathematics of Students Receiving Each Letter Grade



The annual dropout rate reported by school districts has fallen considerably over the past two years. Although the 29,918 students in grades 7-12 identified as dropping out in school year 1994-95 represent far too many instances of school failure, they are 10,000 fewer than the number of students who were reported to have dropped out the previous year. The 1994-95 annual dropout rate* is 1.8 percent (Table 2.1). The estimated longitudinal dropout rate is 10.6 percent. The target set in law is to reduce the annual and longitudinal dropout rates to 5 percent or less by the 1997-98 school year (TEC §39.182).

There has been a steady decline in the number of dropouts identified over the last seven years (Table 2.2). Improvements to school district student tracking systems contributed to the reduction in identified dropouts during the first few years of dropout data collection. The 1990-91 and 1992-93 reductions reflect, in part, enhancements to the statewide dropout data recovery system. In 1994-95, there was a significant decline in the number of dropouts reported from 1993-94. A portion of this reduction can be attributed to changes in the dropout definition, such as not including in the count seniors who fail the exit-level TAAS but pass all other graduation requirements.

Dropout Rates Among Student Groups

The dropout rate among certain ethnic minorities has been and remains significantly higher than the overall dropout rate. The annual dropout rate of Hispanic students for the 1994-95 school year is 2.7 percent (Table 2.1). African American students have a 2.3 percent annual dropout rate. Although these rates have declined from 1993-94, these groups continue to have the highest rates among all ethnic groups. All other student groups have a dropout rate that is lower than the state overall rate.

The longitudinal dropout rates for Hispanic and African American students are

* See definitions, page 18.

TABLE 2.1 1994-95 TEXAS DROPOUT RATES BY ETHNICITY, GENDER, AND GRADE LEVEL

	7 - 12th Grade Enrollment	Total Dropouts	Percentage of Total Dropouts	Annual Dropout Rate	Estimated Longitudinal Rate
Ethnicity					
White	789,481	9,367	31.3%	1.2%	6.9%
African American	227,684	5,130	17.1%	2.3%	12.8%
Hispanic	556,684	14,928	49.9%	2.7%	15.0%
Other	43,673	493	1.6%	1.1%	6.6%
Gender					
Male	831,969	16,346	54.6%	2.0%	11.2%
Female	785,553	13,572	45.4%	1.7%	9.9%
Grade Level					
7	301,995	967	3.2%	0.3%	1.9%
8	294,281	1,847	6.2%	0.6%	3.7%
9	349,421	9,896	33.1%	2.8%	15.8%
10	259,318	6,893	23.0%	2.7%	14.9%
11	213,961	5,658	18.9%	2.6%	14.9%
12	198,546	4,657	15.6%	2.3%	13.3%
Total	1,617,522	29,918	100.0%	1.8%	10.6%

Source: TEA PEIMS (1995-96)

Dropout Definition, Data Collection, and Methodology

Dropout information is collected from the school districts after the end of each school year. School districts report the number of dropouts through the Public Education Information Management System (PEIMS); instructions for identification of dropouts are included in the PEIMS Data Standards (TEA, 1995b). Dropout information is collected for Grades 7 - 12. A student is identified as a dropout if the individual is absent without an approved excuse or documented transfer and does not return to school by the fall of the following school year, or if he or she completes the school year but fails to reenroll the following school year.

Students in the following categories are identified as dropouts.

- ★ Students who drop out as defined above
- ★ Students who enter the military before graduation
- ★ Students from special education, ungraded, or alternative education programs who leave school
- ★ Students who leave school and enter a program not qualifying as an elementary/secondary school (e.g., cosmetology school)
- ★ Students enrolled as migrants and whose whereabouts are unknown

Students in the following categories are not included in the dropout count.

- ★ Students who die
- ★ Students who drop out as defined above, before the seventh grade
- ★ Students who are out of school for temporary periods with an approved excuse
- ★ Students showing regular attendance at a state-approved alternative program
- ★ Students enrolled as migrants who have a subsequent school enrollment record (i.e., a Migrant Student Record Transfer System Education Record is available)
- ★ Students known to have transferred to another public school, adult or alternative education program, or home schooling
- ★ Students who move to another grade level
- ★ Students who enroll in college early
- ★ Students transferred or assigned to another public institution or state-approved educational program

Dropout Data Recovery

In 1990-91, the Texas Education Agency (TEA) began an automated statewide recovery of reported dropouts. The dropout recovery process removes dropouts from the number submitted by school districts if the reported dropouts:

1. have remained enrolled in public school somewhere in the state, according to the school district attendance and enrollment information provided through PEIMS;
2. have received a General Educational Development (GED) certificate and appear on the GED information file at the time the recovery procedures are executed;
3. have graduated within the last year;
4. were expelled for criminal behavior occurring on school property or at school related functions and were incarcerated; or
5. were identified as a dropout at any time back to the 1990-91 school year. A student will be counted only once as a dropout in his or her lifetime, even if the student drops out repeatedly in the future. First-time dropout identification applies to dropouts reported since the 1990-91 school year, the first year that student identification data were collected along with the dropout record.

In 1994-95 the dropout recovery process was expanded to include students who:

6. met all graduation requirements but did not pass the exit-level Texas Assessment of Academic Skills (TAAS) test; or
7. withdrew to return to their home country.

In 1994-95 the recovery process identified 10,964 students who were not included in the final dropout count.

Annual (or Cross-Sectional) Dropout Rate

The current dropout rate is calculated by dividing the number of dropouts by cumulative enrollment in Grades 7 - 12. Cumulative enrollment is the count of all students reported in attendance during any six-week reporting period. If students enroll on several campuses during a school year, they are counted in attendance at every campus on which they are enrolled. However, when aggregating dropout information, the student is only counted once at the campus, district, county, region, and state level. Cumulative enrollment more closely parallels the number of dropouts counted for that entire school year. Although this rate is less comparable to the dropout rates reported before 1992-93, it provides a more accurate reflection of the dropout situation and more uniform data for comparison between districts and campuses.

Longitudinal Dropout Rate

A longitudinal rate may be calculated by dividing the number of students who drop out over several years, such as from 7th to 12th grade, by the number of students who entered school during the beginning year of the period under study. Since Texas has only been collecting student information since 1990-91, a true longitudinal dropout rate cannot be calculated until the 1995-96 school year. Therefore, Texas' estimated longitudinal rate is calculated by subtracting the annual rate as a percentage of 1.0 and raising the resulting retention rate to the sixth power. The retention rate is then subtracted from 1.0 for the final estimated longitudinal dropout rate.

Projected Cross-Sectional and Longitudinal Dropout Rates

Projected dropout rates by grade level are calculated by taking the population for each grade level and each ethnic group within grade level and incrementing the grade level for each projected year. That is, the first step in determining the 1995-96 rate is to represent all students who were in Grades 6-11 in 1994-95 and who progressed to the next grade level in 1995-96. The 1994-95 dropout rate is then applied to each grade level to give the projected rate for 1995-96. This is determined for each cohort through the year 2000-01. The dropout rates by grade and ethnicity remain constant, and a new grade-level dropout rate is calculated. This calculation is based on the assumption that current dropout rates will remain constant.

also higher than other groups. The longitudinal rate for Hispanic students is 15.0 percent and the rate for African American students is 12.8 percent, both of which are significantly higher than the state target of five percent. Despite the high dropout rates, the total number of dropouts has declined among all ethnic groups.

Minority students have represented a higher percentage of total dropouts since the 1987-88 school year (Table 2.2). Hispanic students have made up the greatest percentage of dropouts since 1988-89. For the first time this year the percent of total Hispanic dropouts decreased to 49.9 percent. This is attributed in part to the decision-making criteria for identifying dropouts. Students leaving Texas public schools to return to their home country were no longer counted as dropouts this year; and about 91 percent of students removed from the dropout count under this reason were Hispanic.

The male dropout rate of 2.0 percent is slightly higher than that of females (1.7 percent, Table 2.1).

Dropout Rates by Grade Level

In 1994-95 the highest dropout rate was found in the 9th grade, with 2.8 percent (Table 2.1). In 1993-94, the highest dropout rate occurred at the 12th grade, with 4.0 percent. This year, be-

TABLE 2.2 TEXAS HISTORICAL DROPOUT RATES BY ETHNICITY

	7 - 12th Grade Enrollment	Total Dropouts	Percent of Total Dropouts	Annual Dropout Rate	Estimated Longitudinal Rate
1987-88					
White	744,254	38,305	42.0%	5.2%	27.2%
African American	194,373	16,364	17.9%	8.4%	41.0%
Hispanic	396,411	34,911	38.2%	8.8%	42.5%
Other	28,160	1,727	1.9%	6.1%	31.6%
Total	1,363,198	91,307	100.0%	6.7%	34.0%
1988-89					
White	724,622	32,921	40.0%	4.5%	24.3%
African American	193,299	14,525	17.6%	7.5%	37.4%
Hispanic	412,904	33,456	40.6%	8.1%	39.8%
Other	29,290	1,423	1.7%	4.9%	25.8%
Total	1,360,115	82,325	100.0%	6.1%	31.3%
1989-90					
White	711,264	24,854	35.5%	3.5%	19.2%
African American	192,802	13,012	18.6%	6.8%	34.3%
Hispanic	427,032	30,857	44.1%	7.2%	33.6%
Other	30,396	1,317	1.9%	4.3%	23.3%
Total	1,361,494	70,040	100.0%	5.1%	27.2%
1990-91					
White	703,813	18,922	35.1%	2.7%	15.1%
African American	192,504	9,318	17.3%	4.8%	25.8%
Hispanic	444,246	24,728	45.8%	5.6%	29.1%
Other	32,075	997	1.8%	3.1%	17.3%
Total	1,372,638	53,965	100.0%	3.9%	21.4%
1991-92					
White	712,858	17,745	33.2%	2.5%	14.0%
African American	196,915	9,370	17.5%	4.8%	25.4%
Hispanic	462,587	25,320	47.4%	5.5%	28.7%
Other	34,478	985	1.8%	2.9%	16.0%
Total	1,406,838	53,421	100.0%	3.8%	20.7%
1992-93					
White	760,143	13,236	30.5%	1.7%	10.0%
African American	216,741	7,840	18.1%	3.6%	19.9%
Hispanic	516,212	21,512	49.6%	4.2%	22.6%
Other	40,101	814	1.9%	2.0%	11.6%
Total	1,533,197	43,402	100.0%	2.8%	15.8%
1993-94					
White	775,361	11,558	28.7%	1.5%	8.6%
African American	221,013	7,090	17.6%	3.2%	17.8%
Hispanic	537,594	20,851	51.9%	3.9%	21.1%
Other	42,047	712	1.8%	1.7%	9.7%
Total	1,576,015	40,211	100.0%	2.6%	14.4%
1994-95					
White	789,481	9,367	31.3%	1.2%	6.9%
African American	227,684	5,130	17.1%	2.3%	12.8%
Hispanic	556,684	14,928	49.9%	2.7%	15.0%
Other	43,673	493	1.6%	1.1%	6.6%
Total	1,617,522	29,918	100.0%	1.8%	10.6%

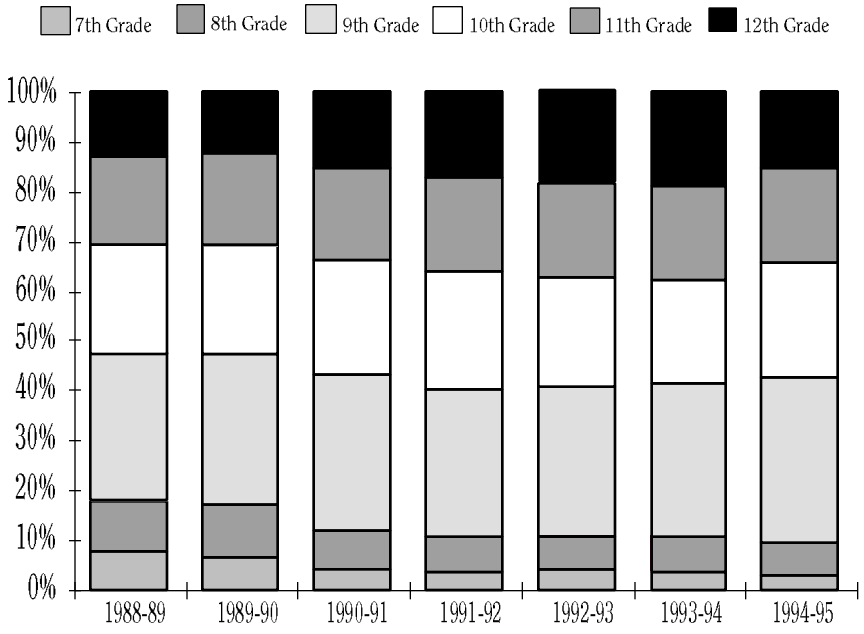
Source: TEA PEIMS (1986-87 – 1995-96)

cause of methodological changes (students dropping out after meeting all graduation requirements but failing exit-level TAAS are now removed from the dropout count), the dropout rate for 12th grade came down to 2.3 percent, representing the lowest rate for high school grades. The 9th grade dropout rate is the highest rate among Hispanics and African Americans. The highest dropout rates for Whites is found in the 12th grade.

While students in the 9th grade have consistently represented the highest percentage of total dropouts, students in the 12th grade have steadily increased as a percentage of total dropouts (Figure 2.1). In 1987-88, students in the 12th grade represented almost 12 percent of all dropouts, while in 1993-94 they represented almost 20 percent. In 1994-95, the percentage of dropouts who are in the 12th grade appears to be declining. However, recall that the recovery process eliminates students from the calculation of the dropout rate if they failed exit-level TAAS, but met all other graduation requirements. This recovery reason reduces the number of 12th grade dropouts reported by 25 percent. The greatest decline in number of dropouts continues to be in the 7th and 8th grades.

The projected grade level (cross-sectional) and longitudinal dropout rates continue to reflect higher dropout rates in the 9th and 11th grades. The current longitudinal rate of 10.6 percent increases slightly through 2000-01 (Table 2.3).

FIGURE 2.1 TEXAS PERCENTAGE OF TOTAL DROPOUTS BY GRADE LEVEL



Source: TEA PEIMS (1995-96)

Characteristics of Dropouts

The percentage of Grade 7-12 enrollment and the percentage of total dropouts identified as economically disadvantaged have increased slightly from 1993-94. Although the 1994-95 dropout rate for economically disadvantaged students is slightly higher than the overall state rate, the dropout rate for that group continued to decrease from 1993-94 (Table 2.4).

School districts are required to identify students in Grades 7 - 12 as at risk of school failure or of dropping out (TEC §29.081). A student is defined as at risk if the student:

1. was retained at least once in Grades 1- 6 and is still unable to master the current grade level;
2. is at least two years below grade level in reading or mathematics;
3. has failed at least two courses and is not expected to graduate within four years of ninth grade entrance;
4. has failed at least one section of the most recent Texas Assessment of Academic Skills (TAAS) exam; or
5. is pregnant or is a parent.

As applied by school districts, the state and local criteria result in 40.5 percent of students in Grades 7-12 being identified as at risk. Yet, only 43.5 percent of 1994-95 dropouts were identified as at risk of dropping out during the year they dropped out of school. This is a decrease from the percentage identified in 1993-94.

In 1994-95, 76.4 percent of dropouts were overage for grade compared to 33.0 percent of all Grade 7-12 students (Table 2.4). The age level of dropouts for 1994-95 ranged from 11 to 22 years old, with over 75 percent of the dropouts leaving at age 16 or older.

In 1994-95, 11.8 percent of students enrolled in Grades 7-12 received special education services, but 14.2 percent of dropouts received special education services (Table 2.5). The percent of dropouts receiving special education services during the year they dropped out continues to increase each year.

Eight percent of dropouts received bilingual/ESL services in 1994-95 compared to over nine percent in 1993-94 (Table 2.5). The percentage of all students in bilingual/ESL programs remained about the same.

In 1994-95, 32.4 percent of Texas dropouts were enrolled in vocational education courses the year they dropped out of school (Table 2.5). Both the percentage of all students and all dropouts enrolled in vocational education courses increased since 1993-94.

Reasons for Dropping Out

The reason for leaving school, as identified by the district, was reported on 58 percent of all dropouts. Of the 17,218 students who had a reason listed for leaving school, 58.6 percent listed a school-related concern, such as poor attendance or failing grades; 11.0 percent listed a job-related concern, such as finding a job or joining the military; 9.2 percent listed a family-related concern, such as pregnancy or marriage; and 21.2 percent listed other concerns, such as drug or alcohol abuse problems, homelessness, or enrollment in a non-state-approved alternative program (Table 2.6).

Districts were more likely to report job-related concerns for males than females. More than twice as many males than females were reported as leaving school to pursue a job. Females were more likely than males to leave for family-related concerns. Almost 10 percent of females were reported as leaving school to get married, compared to less than 2 percent of males.

Table 2.3 Texas Historical Dropout Rates by Ethnicity

Cross-Sectional Rates by Grade	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01
7	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%
8	0.6%	0.6%	0.6%	0.6%	0.6%	0.7%	0.7%
9	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
10	2.7%	2.8%	2.7%	2.7%	2.7%	2.7%	2.7%
11	2.6%	2.7%	2.8%	2.8%	2.8%	2.8%	2.8%
12	2.3%	2.4%	2.4%	2.5%	2.5%	2.5%	2.5%
Total	1.8%	1.9%	1.9%	1.9%	1.9%	1.9%	1.9%
Estimated Longitudinal Rate	10.6%	10.8%	10.8%	10.8%	10.8%	10.8%	10.9%

Source: TEA PEIMS (1995-96)

Table 2.4 1994-95 Texas Dropout Characteristics

	1992-93	1993-94	1994-95
Economically Disadvantaged			
Grade 7-12 Enrollment	463,452	502,494	535,480
Percentage of Total	30.2%	31.9%	33.10%
Dropouts	13,515	13,537	10,176
Percentage of Dropouts	31.1%	33.7%	34.0%
Dropout Rate	2.9%	2.7%	1.9%
At Risk			
Grade 7-12 Enrollment	605,930	671,167	655,773
Percentage of Total	39.5%	42.6%	40.5%
Dropouts	19,747	18,795	13,032
Percentage of Dropouts	45.5%	46.7%	43.5%
Dropout Rate	3.3%	2.8%	2.0%
Overage/Not on Grade			
Grade 7-12 Enrollment	508,664	531,091	533,820
Percentage of Total	33.2%	33.7%	33.0%
Dropouts	34,273	29,778	22,859
Percentage of Dropouts	79.0%	74.1%	76.4%
Dropout Rate	6.7%	5.6%	4.3%

Source: TEA PEIMS (1995-96)

District Characteristics

Texas school districts differ greatly based on characteristics such as community type, district size, student performance, and expenditures. The dropout rates of schools among these categories differ as well.

The highest dropout rates are found in school districts located in urban areas, the lowest in rural and nonmetropolitan fast growing areas. Texas student information shows that both minority students and economically disadvantaged

students are found in greater numbers in the urban areas, and these students are already known to drop out of public schools at higher rates than their nonminority and wealthier peers. Districts with the largest enrollments are also more concentrated in urban areas, again coinciding with higher dropout rates. The average dropout rate tends to decrease as district size decreases. As the percentage of students passing all TAAS tests increases, the dropout rate decreases.

The resources of school districts and campuses have been considered a factor in the ability to supply needed support services for students at risk of dropping out of school. School districts with average and below average operating costs per pupil serve a large proportion of the state's total enrollment and, not surprisingly, a similarly large percentage of the total dropouts. School districts with the highest operating costs per pupil have the lowest dropout rate; however, districts with the lowest operating costs have the second lowest dropout rate.

TABLE 2.5 1994-95 TEXAS DROPOUT CHARACTERISTICS

	1992-93	1993-94	1994-95
Special Education			
Grade 7-12 Enrollment	161,201	176,980	191,052
Percentage of Total	10.5%	11.2%	11.8%
Dropouts	3,711	4,929	4,249
Percentage of Dropouts	8.6%	12.3%	14.2%
Dropout Rate	2.3%	2.8%	2.2%
Bilingual/English as a Second Language			
Grade 7-12 Enrollment	71,228	76,713	80,782
Percentage of Total	4.6%	4.9%	5.0%
Dropouts	3,712	3,732	2,397
Percentage of Dropouts	8.6%	9.3%	8.0%
Dropout Rate	5.2%	4.9%	3.0%
Vocational Education			
Grade 7-12 Enrollment	449,481	460,977	548,605
Percentage of Total	29.3%	29.2%	33.9%
Dropouts	14,348	12,414	9,703
Percentage of Dropouts	33.1%	30.9%	32.4%
Dropout Rate	3.2%	2.7%	1.8%

Source: TEA PEIMS (1992-93 – 1995-96)

TABLE 2.6 TEXAS TOP TEN REASONS FOR LEAVING SCHOOL, AS REPORTED BY SCHOOL DISTRICTS: 1994-95

		Gender		Ethnicity			
Reasons for Dropping Out	Total	Male	Female	Hispanic	African American	White	Other
Poor attendance	46.3%	46.4%	46.2%	42.6%	52.2%	48.1%	50.2%
Enter a non-state-approved GED program	13.2%	14.5%	11.5%	10.9%	14.0%	15.8%	14.5%
Pursue a job	10.8%	14.6%	6.0%	12.7%	4.9%	11.4%	6.4%
Low or failing grades	5.9%	6.4%	5.2%	5.2%	4.7%	7.4%	4.8%
Because of age	5.7%	6.4%	4.9%	6.7%	9.0%	2.7%	12.3%
To get married	5.2%	1.6%	9.7%	8.7%	0.4%	2.9%	1.2%
Pregnancy*	4.1%	—	9.1%	4.6%	2.7%	4.2%	2.4%
Suspended/expelled	3.6%	5.1%	1.6%	3.7%	4.1%	3.3%	1.6%
Failed exit TAAS/not met all graduation requirements	2.7%	2.2%	3.2%	2.5%	5.3%	1.4%	6.8%
Enter a non-state-approved alternative program	1.2%	1.2%	1.2%	1.0%	1.7%	1.3%	0.8%

* Females Only. Source: TEA PEIMS (1995-96)

Recommendations of the *1997-99 State Plan to Reduce the Dropout Rate*

The Texas Education Agency develops biennial state plans to reduce the dropout rate, as required by Texas Education Code, Section 39.182 (a) (7). The *1997-99 State Plan to Reduce the Dropout Rate* makes the following recommendations to reduce the annual and longitudinal dropout rates:

1. Provide professional development opportunities for teachers and support staff in early identification, intervention, and effective instructional techniques for students at risk of dropping out of school.

2. Provide opportunities for parents to become involved in their children's education and participate in dropout prevention and intervention efforts.

3. Implement alternative academic education programs for at-risk students, such as evening/weekend classes, credit by examination, and credit for work experience.

4. Coordinate state, district, and community efforts to reduce the dropout rate. Link academic, guidance, and career education programs in this effort.

5. Review and evaluate the criteria and procedures used to identify students as being at risk of dropping out.

6. Continue to assist community efforts to strengthen family support systems and parent involvement in local school districts.

7. Promote collaboration among schools, businesses and community organizations in providing dropout prevention and intervention programs.

8. Continue to phase in the extended school year initiative to all school districts in the state. Maintain local district options to participate in extended-year programs.

9. Furnish districts with dropout reduction research findings.

Agency Contact Persons

For information on student dropout data, Maria Whitsett, Senior Director of Research and Evaluation, (512) 463-9701.

For information on the *1997-99 State Plan to Reduce the Dropout Rate*, James A. Johnson, Jr., Department of Special Populations, (512) 463-8992.

Other Sources of Information

1994-95 Report on Public School Dropouts, published by the Division of Research and Evaluation.

1997-99 State Plan to Reduce the Dropout Rate, published by the Department of Special Populations.

This chapter presents the progress the state is making on the Academic Excellence Indicators established in law and/or adopted by the commissioner of education or the State Board of Education. Analysis of TAAS results and dropout rates can be found in greater detail in Chapters 1 and 2. Other indicators in the AEIS performance report include the cumulative percent of students passing the exit-level TAAS, exemptions from the TAAS, percentage of students taking end-of-course tests, attendance rates, completion of advanced courses, completion of the recommended high school program, results of Advanced Placement (AP) examinations, equivalency between performance on exit-level TAAS and the Texas Academic Skills Program (TASP) test and results from college admission tests such as the Scholastic Aptitude Test and the American College Testing program.

Cumulative percent passing exit-level TAAS (Page 30)

(new measure in 1995-96)

Students have multiple opportunities to pass the exit-level TAAS, which is a requirement for graduation in Texas. This measure reports on the percent of students passing all tests taken on the exit-level TAAS for the class of 1995 cohort (*i.e.,* those students who started testing in spring 1993 and finished testing in the same district in May 1995) and the class of 1996 cohort (*i.e.,* those students who started testing in spring 1994 and finished testing in the same district by May 1996).

Statewide, 84.7 percent of the class of 1996 and 82.8 percent of the class of 1995 passed the exit-level TAAS. Percents were higher for all student groups in the class of 1996 compared to the class of 1995. In both years, the percent of females meeting this graduation requirement was slightly higher (85.1 percent in 1996) than the percent of males (84.4 percent in 1996). The highest percents were found among White (91.7 percent) and Asian/Pacific Islander students (88.2 percent) and the lowest among African-American (76.0 percent) and Hispanic (76.2 percent). Note that these percentages are somewhat lower than might be expected because they include as test failers students who may have dropped out (even if they received a GED), or moved out of state before passing all the tests on the TAAS.

Exemptions from TAAS (Page 30)

A student may be exempted from the TAAS test if he or she (1) has received a special education exemption, as determined by an admission, review and dismissal committee and specified in the student's individual education plan; or (2) has received a limited English proficiency exemption, as determined by a language proficiency assessment committee and documented in the student's permanent record file. The

Technical Note

The TAAS results shown in the AEIS State Performance Report (pages 28-31) differ by one or two percentage points from those reported in Chapter 1. The AEIS indicators, which form the basis for the state accountability system, reflect the performance of only those students who were enrolled in campuses and districts as of October of each school year. This ensures that accountability ratings are based only on the performance of students who have been in the campus or district for most of the academic year. Chapter 1, however, contains the results of *all* students not in special education who took the TAAS in the spring of each year, regardless of their enrollment status the previous October. Regardless of the differences, TAAS results in both chapters reflect similar trends.

limited English proficiency exemption is not an option for exit-level students. In 1996 the Spanish TAAS was available for Spanish-speaking students in grades 3 and 4 who otherwise might have been exempted due to limited English proficiency.

Between 3.8 percent and 4.0 percent of students (depending on the subject) received exemptions from taking the TAAS in spring 1996 because of limited English proficiency, and between 5.9 percent and 6.3 percent received special education exemptions. Approximately ten percent of Hispanic students received exemptions due to limited English proficiency, the highest percentage of this type of exemption among all student groups. Special education exemptions were highest among African Americans, with rates ranging around ten percent.

While there was little variance between males and females in the rate of exemptions for limited English proficiency, male students were almost twice as likely to receive special education exemptions as female students. The special education exemption rate for males ranged from 7.6 percent in mathematics to 8.4 percent in writing and the rate for females ranged from 4.1 percent in mathematics to 4.3 percent in reading.

Percentage Taking End-of-Course Exams (Page 30)

Students completing a Biology I or Algebra I course must take an end-of-course examination. The AEIS shows the percent of students who took the test in either December or May of the 1995-96 school year (summer school test takers are not included). For Biology I, the percent of students who took the test in grades 8-12 is reported. For Algebra I, the percent of students who took the test in grades 7-12 is reported.

Statewide, 19.9 percent of students in grades 8-12 took the Biology I test, and 17.8 percent of students in grades 7-12 took the Algebra I test. For Biology I, the percent taking varied from 26.5 percent for Native American students to 18.8 percent for African American students. For Algebra I, the range was from 19.1 percent for Native American students to 17.0 percent for African American students.

The AEIS will report the percentage of students taking end-of-course examinations in English II and United States History when the tests are fully implemented.

Student Attendance (Page 30)

The commissioner of education has established a student attendance standard of 94 percent for all Texas public schools. The statewide attendance rate remained constant at 95.1 percent for the 1993-94 and 1994-95 school years. Rates for all student groups were above the 94 percent standard for both years.

Percentage Completing Advanced Courses (Page 31)

This indicator is based on completion of (and having received credit for) at least one advanced course in grades 9-12. The course list includes all advanced courses as well as Advanced Placement (AP) courses.

In 1994-95, the most recent year for which data are available, 15.1 percent of students in grades 9-12 completed at least one advanced course. This rate is almost two percentage points above the previous school year. All student groups demonstrated improved performance on this indicator.

Percentage Completing Recommended High School Program (Page 31)

(new measure in 1995-96)

This indicator reports the percentage of graduates who satisfied the course requirements for the State Board of Education Recommended High School Program. It also includes those who met the requirements for the Distinguished Achievement Program.

For the class of 1995, the first year for which data are available, 0.3 percent of students statewide met the requirements for the Recommended High School Program. It is not surprising that this percent is so low. The Recommended High School Program, which was originally adopted by the State Board of Education in November 1993, underwent a number of changes before being finalized in 1996. It is still too soon for significant numbers of students to have qualified for the program. Most districts are still reporting their advanced students as having completed the "Advanced High School Program," which will be phased out by the end of the 1998-99 school year.

Advanced Placement (AP) Tests (Page 31)

(new measure in 1995-96)

This indicator reports the results of the College Board Advanced Placement (AP) examinations taken by Texas public school students in a given school year. High school students may take these examinations, ideally upon completion of AP courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations.

- ★ The percent of 11th or 12th graders taking at least one AP examination rose from 6.8 percent in 1994-95 to 7.6 percent in 1995-96. All student groups showed an increase in this measure over the two years reported.
- ★ The percent of scores 3, 4, or 5 rose statewide from 60 percent to 60.6 percent. Results for student groups were mixed for the two years reported. The percent for African American students declined from 35.8 percent to 31.3 percent and for Hispanic students from 48.4 percent to 46.6 percent. The percent for White students increased 1.9 percent while Native American and Asian/Pacific Islander students increased by 0.7 percent and 0.3 percent, respectively.
- ★ A similar pattern was seen for the percent of examinees with at least one AP score of 3, 4, or 5. Statewide the percent increased slightly from 62.4 percent to 62.6 percent, reflecting the combination of decreases in the percents for African American and Hispanic students between 1994-95 and 1995-96 and increased percents for the other student groups.

TAAS/TASP Equivalency (Page 31)

The Texas Academic Skills Program (TASP) is a basic skills test of reading, writing and mathematics. It is required of all persons entering Texas public institutions of higher education for the first time. This indicator shows the percent of graduates who did well enough on the exit-level TAAS to have a 75 percent likelihood of passing the Texas Academic Skills Program (TASP) test. The method for calculating this indicator changed on the 1995-96 AEIS reports due to changes in the TASP assessment program and the movement (in the 1992-93 school year) of the exit-level TAAS administration to the spring semester of the sophomore year from the fall semester of the junior year. For this reason, only the results for the class of 1995 are reported on the most recent report.

Equivalency rates for the class of 1995 showed that 39.9 percent of graduates statewide scored sufficiently high on the TAAS (when they first took the test) to have a 75 percent likelihood of passing the TASP. The percents varied by student group from a high of 52.4 percent for Asian/Pacific Islander students to a low of 19.2 percent for African American students.

College Admission Tests (Page 31)

Results from the Scholastic Aptitude Test (SAT) and the Enhanced ACT of the American College Testing Program suggest Texas public school graduates are improving their performance on indicators related to college admissions tests.

- ★ The percentage of graduates who scored at or above the criterion score on either test (1,000 on the SAT or 24 on the ACT) rose from 17.4 percent for the class of 1994 to 18.0 percent for the class of 1995.
- ★ The percentage of graduates who took either the SAT or the ACT remained stable at 64.8 percent for the class of 1994 and the class of 1995.
- ★ The average SAT score for the class of 1995 was 891, compared to 885 for the class of 1994.
- ★ The average ACT composite score for the class of 1995 declined slightly to 20.0 from 20.1 for the class of 1994.

Agency Contact Person

Cherry Kugle, Senior Director of Performance Reporting, (512) 463-9704.

Other Sources of Information

AEIS Performance Reports and Profiles for each public school district and campus, available from each district or the agency's Division of Communications, (512) 463-9000.

Pocket Edition, 1995-96: Texas Public School Statistics, published by the Division of Performance Reporting.

Snapshot '96: School District Profiles, published by the Division of Performance Reporting, available in early 1997.

ACADEMIC EXCELLENCE INDICATOR SYSTEM
STATE PERFORMANCE REPORT
1995-96

Indicator		State	African American	Hispanic	White	Native American	Asian/ Pac.Is.	Male	Female	Econ. Disadv.	Special Educ.
TAAS % Passing Grade 3											
Reading	1996	80.5%	65.7%	72.7%	89.0%	86.3%	91.0%	78.2%	82.8%	70.1%	53.2%
	1995	79.5%	65.2%	70.7%	87.9%	80.8%	90.9%	76.9%	81.9%	68.7%	57.5%
Math	1996	76.7%	59.9%	69.1%	85.4%	79.2%	90.2%	76.7%	76.6%	66.4%	49.1%
	1995	73.3%	54.6%	63.9%	83.2%	72.0%	88.8%	72.8%	73.8%	61.8%	52.4%
All Tests	1996	70.4%	51.4%	60.8%	80.9%	75.4%	85.5%	69.1%	71.6%	57.7%	40.3%
	1995	67.4%	47.7%	56.2%	78.6%	66.3%	84.5%	65.7%	69.0%	53.9%	44.0%
TAAS % Passing Grade 4											
Reading	1996	78.3%	63.0%	70.3%	86.8%	77.9%	90.5%	76.0%	80.5%	67.5%	44.2%
	1995	80.1%	63.2%	72.4%	88.7%	81.4%	89.9%	78.6%	81.6%	69.2%	54.7%
Writing	1996	86.3%	76.9%	82.4%	90.9%	85.1%	94.8%	83.4%	89.1%	79.9%	53.5%
	1995	85.0%	73.6%	79.9%	90.5%	86.5%	94.7%	82.0%	87.8%	77.2%	58.1%
Math	1996	78.5%	60.7%	71.7%	86.8%	76.8%	92.9%	79.2%	77.9%	68.3%	43.9%
	1995	71.1%	49.5%	61.5%	81.6%	68.6%	88.8%	71.6%	70.6%	58.2%	43.6%
All Tests	1996	67.2%	47.9%	57.7%	77.4%	65.3%	85.3%	65.1%	69.2%	54.1%	29.9%
	1995	64.1%	41.6%	53.2%	75.7%	64.1%	83.1%	62.9%	65.3%	49.5%	34.9%
TAAS % Passing Grade 5											
Reading	1996	83.0%	69.5%	75.3%	90.8%	85.4%	92.0%	81.2%	84.7%	73.1%	46.1%
	1995	79.3%	64.1%	70.9%	88.0%	78.7%	91.5%	76.8%	81.7%	68.4%	48.5%
Math	1996	79.0%	58.8%	72.4%	87.7%	79.6%	93.5%	79.4%	78.6%	68.7%	42.2%
	1995	72.6%	51.1%	63.7%	82.9%	73.5%	90.7%	72.3%	72.8%	60.2%	39.6%
All Tests	1996	73.5%	52.3%	64.4%	83.9%	74.4%	88.8%	72.8%	74.1%	60.8%	33.7%
	1995	66.8%	44.7%	56.0%	78.5%	67.2%	86.6%	65.5%	68.1%	52.4%	32.7%
TAAS % Passing Grade 6											
Reading	1996	78.4%	63.9%	65.8%	90.1%	80.9%	89.6%	76.3%	80.3%	64.6%	40.4%
	1995	78.9%	63.5%	68.5%	89.3%	80.8%	88.9%	77.3%	80.5%	66.7%	45.9%
Math	1996	77.8%	60.8%	67.9%	88.3%	76.7%	91.6%	76.2%	79.3%	66.1%	35.9%
	1995	64.6%	41.9%	50.3%	79.1%	65.4%	84.2%	64.6%	64.6%	48.6%	28.1%
All Tests	1996	70.1%	51.2%	56.1%	83.9%	70.3%	85.9%	68.0%	72.2%	54.4%	27.3%
	1995	61.3%	38.3%	46.1%	76.6%	61.8%	80.5%	60.9%	61.8%	44.3%	25.0%

ACADEMIC EXCELLENCE INDICATOR SYSTEM
STATE PERFORMANCE REPORT (CONTINUED)
1995-96

Indicator		State	African American	Hispanic	White	Native American	Asian/ Pac.Is.	Male	Female	Econ. Disadv.	Special Educ.
TAAS % Passing Grade 7											
Reading	1996	82.6%	71.0%	73.0%	91.7%	84.9%	90.7%	78.8%	86.2%	71.4%	43.9%
	1995	78.7%	64.1%	67.3%	89.4%	82.9%	89.2%	75.9%	81.4%	65.9%	42.7%
Math	1996	71.5%	50.5%	58.7%	84.7%	72.3%	89.0%	70.7%	72.2%	56.6%	28.1%
	1995	62.3%	37.5%	46.0%	78.3%	63.4%	84.4%	61.9%	62.7%	44.5%	23.2%
All Tests	1996	68.0%	46.9%	53.9%	82.2%	68.8%	85.2%	65.9%	69.9%	51.6%	24.1%
	1995	59.4%	35.1%	42.5%	75.9%	60.3%	80.7%	58.3%	60.5%	40.9%	20.7%
TAAS % Passing Grade 8											
Reading	1996	78.3%	63.6%	65.9%	89.8%	83.4%	87.1%	76.8%	79.7%	64.3%	37.5%
	1995	75.5%	59.7%	62.7%	87.1%	74.4%	85.9%	73.4%	77.5%	60.5%	36.8%
Writing	1996	76.9%	65.1%	64.8%	87.4%	76.6%	87.2%	72.6%	80.8%	63.8%	30.8%
	1995	75.3%	60.8%	64.2%	85.6%	74.5%	85.5%	70.6%	79.7%	62.2%	31.3%
Math	1996	69.0%	47.4%	55.4%	82.6%	69.8%	88.1%	69.6%	68.5%	53.4%	24.6%
	1995	57.3%	32.6%	39.1%	74.0%	58.2%	80.7%	58.9%	55.8%	37.8%	19.8%
Science	1996	78.0%	60.0%	64.9%	90.6%	79.7%	87.9%	79.7%	76.3%	63.3%	43.4%
	1995	77.2%	56.2%	63.7%	90.6%	81.3%	87.8%	79.6%	75.0%	61.9%	47.0%
Social Studies	1996	70.2%	52.1%	55.3%	83.9%	73.3%	84.6%	71.2%	69.4%	53.3%	32.3%
	1995	65.9%	47.2%	49.1%	80.4%	62.8%	81.2%	67.0%	64.8%	47.5%	30.1%
All Tests	1996	53.7%	31.1%	36.1%	70.4%	52.7%	72.7%	52.9%	54.4%	34.1%	12.5%
	1995	46.8%	23.4%	28.3%	63.8%	46.2%	67.4%	46.7%	46.8%	26.7%	11.7%
TAAS % Passing Grade 10											
Reading	1996	81.9%	71.3%	69.7%	91.7%	87.9%	83.5%	81.3%	82.4%	67.1%	46.8%
	1995	76.4%	60.5%	62.8%	88.2%	76.2%	79.0%	77.7%	75.2%	59.8%	38.8%
Writing	1996	86.0%	76.9%	77.0%	93.5%	87.4%	86.8%	83.1%	88.6%	74.9%	45.5%
	1995	86.3%	78.5%	77.3%	93.5%	88.6%	87.8%	83.5%	88.9%	75.6%	45.4%
Math	1996	66.5%	45.1%	53.1%	79.0%	69.7%	84.0%	69.1%	64.2%	51.3%	25.7%
	1995	60.2%	37.1%	43.5%	74.7%	58.9%	81.2%	63.8%	56.8%	42.4%	21.8%
All Tests	1996	60.7%	39.3%	45.1%	74.9%	65.5%	73.8%	61.5%	60.0%	42.6%	19.1%
	1995	55.1%	32.2%	37.7%	70.7%	52.3%	69.7%	57.4%	53.1%	35.6%	16.2%
TAAS % Passing Sum of 3-8 & 10											
Reading	1996	80.4%	66.8%	70.3%	90.0%	83.9%	89.0%	78.3%	82.4%	68.4%	44.3%
	1995	78.4%	63.0%	67.9%	88.4%	79.4%	87.7%	76.6%	80.0%	66.1%	47.0%
Writing	1996	82.9%	72.8%	74.2%	90.5%	83.0%	89.3%	79.5%	86.0%	72.9%	43.0%
	1995	82.0%	70.5%	73.4%	89.7%	83.0%	89.0%	78.5%	85.3%	71.5%	45.0%
Math	1996	74.2%	55.0%	63.9%	85.0%	74.9%	89.7%	74.4%	73.9%	62.3%	36.7%
	1995	65.9%	43.8%	52.3%	79.2%	66.0%	85.3%	66.5%	65.3%	51.4%	34.1%
All Tests	1996	67.1%	46.9%	54.2%	79.8%	68.6%	82.8%	65.7%	68.4%	52.5%	27.8%
	1995	60.7%	38.3%	46.1%	74.8%	60.8%	79.2%	60.0%	61.4%	44.8%	27.8%

ACADEMIC EXCELLENCE INDICATOR SYSTEM
STATE PERFORMANCE REPORT (CONTINUED)
1995-96

Indicator	State	African American	Hispanic	White	Native American	Asian/ Pac.Is.	Male	Female	Econ. Disadv.	Special Educ.
TAAS % Passing All Tests - Exit Cumulative										
Class of 1996	84.7%	76.0%	76.2%	91.7%	80.9%	88.2%	84.4%	85.1%	n/a	n/a
Class of 1995	82.8%	73.7%	74.5%	91.6%	76.4%	87.3%	82.2%	83.4%	n/a	n/a
TAAS % Exempted Sum of 3-8 & 10 Reading										
LEP 96*	3.8%	0.2%	9.9%	0.1%	1.6%	11.0%	3.9%	3.7%	7.2%	0.9%
Sp. Ed. (ARD) 96	6.3%	10.6%	6.9%	4.8%	7.1%	2.0%	8.2%	4.3%	9.5%	45.2%
Sp. Ed. (ARD) 95	7.3%	11.4%	7.8%	6.0%	8.5%	2.2%	9.5%	4.9%	10.7%	54.8%
Writing										
LEP 96*	4.0%	0.2%	10.4%	0.1%	1.6%	10.6%	4.0%	3.9%	7.8%	1.0%
Sp. Ed. (ARD) 96	6.3%	10.3%	6.8%	5.1%	7.1%	1.9%	8.4%	4.1%	9.7%	48.1%
Sp. Ed. (ARD) 95	7.0%	11.0%	7.3%	6.0%	7.4%	2.1%	9.3%	4.6%	10.7%	55.9%
Math										
LEP 96*	3.8%	0.2%	9.9%	0.1%	1.6%	11.0%	3.9%	3.7%	7.2%	0.9%
Sp. Ed. (ARD) 96	5.9%	10.2%	6.4%	4.5%	6.8%	1.8%	7.6%	4.1%	8.9%	42.5%
Sp. Ed. (ARD) 95	6.9%	11.1%	7.4%	5.7%	8.1%	2.0%	9.0%	4.8%	10.3%	52.6%
End-of-Course Exam (% Taking)										
Biology I										
Grades 8-12 96	19.9%	18.8%	19.2%	20.1%	26.5%	20.9%	19.7%	20.0%	18.4%	10.6%
95	18.4%	15.6%	16.6%	18.5%	19.4%	19.1%	18.2%	18.6%	14.2%	7.9%
Algebra I										
Grades 7-12 96	17.8%	17.0%	17.3%	17.9%	19.1%	18.3%	17.6%	18.0%	16.2%	6.9%
% Attendance										
1994/95	95.1%	94.5%	94.6%	95.6%	94.2%	97.3%	95.2%	95.1%	95.0%	93.8%
1993/94	95.1%	94.5%	94.6%	95.6%	94.3%	97.3%	95.1%	95.1%	94.9%	93.9%
Dropout Rate										
1994/95	1.8%	2.3%	2.7%	1.2%	2.2%	1.0%	2.0%	1.7%	1.9%	2.2%
1993/94	2.6%	3.2%	3.9%	1.5%	2.4%	1.6%	2.6%	2.4%	2.7%	2.8%

** Students who took the Spanish TAAS were counted as LEP-exempt in 1995, but not in 1996. The 1995 results are not reported because they are not comparable to the 1996 results.*

ACADEMIC EXCELLENCE INDICATOR SYSTEM
STATE PERFORMANCE REPORT (CONTINUED)
1995-96

Indicator	State	African American	Hispanic	White	Native American	Asian/ Pac.Is.	Male	Female	Econ. Disadv.	Special Educ.
% Adv. Courses										
1994/95	15.1%	9.2%	10.5%	18.6%	13.4%	31.0%	14.0%	16.1%	9.1%	2.0%
1993/94	13.2%	7.9%	9.2%	16.3%	13.3%	27.9%	12.2%	14.2%	7.8%	1.5%
% Rec. HS Pgm.										
Class of 1995	0.3%	0.4%	0.1%	0.4%	0.0%	0.0%	0.3%	0.3%	0.2%	0.2%
AP Results										
% Taking										
1995-96	7.6%	2.6%	4.4%	9.7%	7.8%	23.3%	6.9%	8.3%	n/a	n/a
1994-95	6.8%	1.9%	3.8%	8.7%	9.0%	22.0%	6.1%	7.5%	n/a	n/a
% Scores >= 3										
1995-96	60.6%	31.3%	46.6%	63.4%	62.9%	70.7%	62.1%	59.4%	n/a	n/a
1994-95	60.0%	35.8%	48.4%	61.5%	62.2%	70.4%	62.5%	57.9%	n/a	n/a
% Examinees >= 3										
1995-96	62.6%	32.2%	51.9%	65.4%	70.3%	74.8%	63.8%	61.6%	n/a	n/a
1994-95	62.4%	36.1%	55.3%	63.6%	66.2%	74.4%	64.9%	60.5%	n/a	n/a
TAAS/TASP Equiv.										
Class of 1995	39.9%	19.1%	23.7%	51.6%	42.5%	52.4%	42.2%	37.9%	20.9%	7.4%
SAT/ACT Results										
% At/Above Crit.										
Class of 1995	18.0%	5.0%	5.7%	25.5%	23.7%	38.5%	19.1%	17.0%	n/a	n/a
Class of 1994	17.4%	4.7%	5.4%	24.8%	25.6%	36.8%	18.6%	16.3%	n/a	n/a
% Tested										
Class of 1995	64.8%	59.1%	49.3%	71.2%	98.1%	86.0%	62.3%	67.1%	n/a	n/a
Class of 1994	64.8%	59.7%	49.0%	71.0%	100.0%	87.6%	62.6%	66.9%	n/a	n/a
Mean SAT Score										
Class of 1995	891	742	806	942	864	969	913	873	n/a	n/a
Class of 1994	885	734	802	935	865	956	908	865	n/a	n/a
Mean ACT Score										
Class of 1995	20.0	17.2	18.0	21.3	19.8	21.6	20.0	20.1	n/a	n/a
Class of 1994	20.1	17.2	18.0	21.4	20.1	21.6	20.1	20.1	n/a	n/a

Grade level retention is the practice of having a student repeat a grade. Although expensive, grade level retention has traditionally been the chief remedy for academic failure and remains today a nearly universal practice. In Texas, 128,369 students were retained in 1994-95. At an average per-pupil cost of $4,504, Texas spends an estimated $578 million for each extra year of schooling for retained students.

The primary goal of student retention is to give students a year to grow and to master the academic tasks of their current grade level before advancing to the next level. However, a large body of research draws strong and almost unanimous conclusions that retention does not help students on either personal adjustment or academic success. *

Number of Students Retained

Of the total number of Texas public school students reported in kindergarten through Grade 12 in the 1992-93 school year, 136,754, or 4.4 percent were retained in grade ‡ (Table 4.1). The total retained decreased to 125,959, or 4.0 percent in the 1993-94 school year and remained steady in the 1994-95 school year with 4.0 percent.

Grade Level Retention by Grade

The percentage of students retained varied markedly by grade. The highest percentage of students retained was in the ninth grade and this trend showed little variation over the three year period

* Research on the effects of grade-level retention is summarized in the *1994-95 Report on Grade Level Retention of Texas Students*, published by the Division of Research and Evaluation, Texas Education Agency.

‡ The number retained and retention rates for the 1992-93 and 1993-94 school years displayed in Table 4.1 are based on a new methodology, and are slightly less than those previously reported by TEA for the same period. The previous methodology relied on the end-of-year retention status reported by school districts and counted as retained some students who were not actually retained in the same grade in Texas public schools in the following year. Under the new methodology, the retention count includes only those students in the Texas public school system who enrolled the following year in the same grade level as in the last reported six-week period of the first year. The new method improves the validity of the data, eliminates the need for specific data collection on retention, and applies a relatively simple criterion and definition for retention to all grade levels.

TABLE 4.1 HISTORICAL REVIEW OF GRADE LEVEL RETENTION

Year	Total Students	Number Retained	Retention Rate
1992-93	3,094,671	136,754	4.4%
1993-94	3,129,085	125,959	4.0%
1994-95	3,193,214	128,369	4.0%

FIGURE 4.1 TREND IN RETENTION RATES BY GRADE

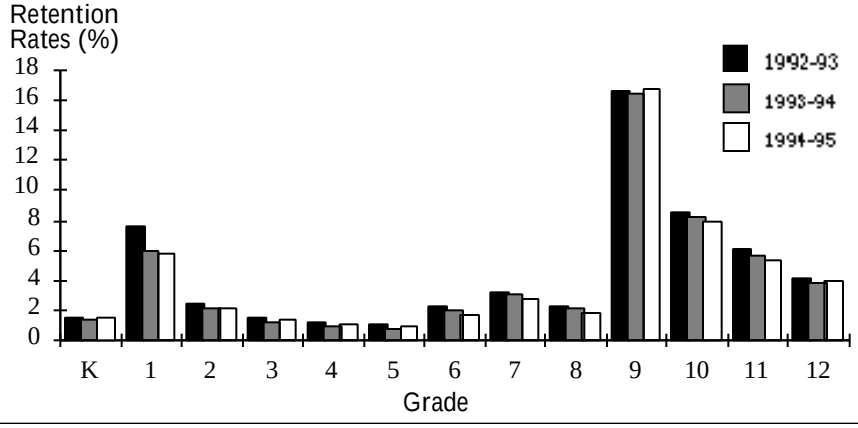


Table 4.2 Students Retained in First Grade										
Year	White		African American		Hispanic		Other Minority		Total	
	Total Retained	Retention Rate	Total Retained	Retention Rate	Total Retained	Retention Rate	Total Retained	Retention Rate	Total Retained	Retention Rate
1992-93	7,464	5.7%	3,729	9.7%	9,591	9.6%	280	4.8%	21,065	7.7%
1993-94	6,045	4.8%	2,721	7.1%	7,482	7.4%	231	3.8%	16,479	6.0%
1994-95	5,714	4.6%	2,708	7.0%	7,353	7.1%	223	3.4%	15,998	5.8%

(Figure 4.1). The retention rates for all high school grades were also well above the average retention rate for all students. In the elementary grades, students in the first grade have been most frequently retained at their grade.

Grade Level Retention in Grade 1

The greatest decrease in the percentage retained between 1992-93 and 1993-94 occurred at Grade 1. In 1993-94, the retention rate dropped to 6.0 percent from 7.7 percent the prior year (Table 4.2). In 1994-95, the retention rate for Grade 1 was 5.8 percent, which was still the highest rate among elementary grades.

The significant decrease (1.7 percentage points) in the 1993-94 school year can be partly attributed to the Retention Reduction Pilot Programs established by law. A $5 million appropriation allowed 54 Texas school districts to pilot extended instructional programs to eliminate retentions in the first grade during the 1993-94 school year. These programs allowed first grade students who had not been successful in mastering the curriculum up to 30 additional days to acquire the essential elements needed for promotion. The pilots were extended to the second grade in 1994-95.

The TEA evaluated the Retention Reduction Programs during the first year of implementation to determine the effectiveness of these programs in providing a cohort of students with the essential elements needed for promotion to the second grade. Of the 9,672 first-grade participants, 92 percent were promoted to the second grade at the end of the program. According to the report, Retention Reduction Programs are cost-efficient and a more viable alternative to the practice of retaining students for a full year. The average per-pupil cost to implement the Retention Reduction Pilot Program was $517. Such programs can also offer potential for future savings and a lower dropout rate for older students, especially ninth graders.

Other programs designed to reduce the probability for later school failure for at-risk children include prekindergarten programs. In 1984, House Bill 72 mandated prekindergarten education for high-risk four-year-old children in Texas public schools. In 1989, TEA piloted prekindergarten programs for limited English proficient three-year-olds or those from low-income families. Based on an evaluation of public school prekindergarten programs in Texas, conducted by TEA, children who attend prekindergarten programs are less likely to be retained in grade than children who are eligible but do not attend prekindergarten.

Of the 274,320 first graders in 1994-95, 117,741 attended public school prekindergarten programs in 1992-93. The retention rate of first graders who had attended public school prekindergarten was 6.9 percent, compared to 7.4 percent for children who were eligible but did not attend. First graders not eligible for public school prekindergarten had a retention rate of 4.0 percent.

Table 4.3 Students Retained in Ninth Grade										
Year	White		African American		Hispanic		Other Minority		Total	
	Total Retained	Retention Rate	Total Retained	Retention Rate	Total Retained	Retention Rate	Total Retained	Retention Rate	Total Retained	Retention Rate
1992-93	10,607	9.0%	8,483	24.0%	21,714	25.0%	529	8.4%	41,334	16.7%
1993-94	10,863	8.9%	8,921	24.0%	21,696	24.3%	524	8.2%	42,004	16.5%
1994-95	11,764	9.2%	9,190	23.2%	23,944	25.0%	534	7.8%	45,432	16.8%

Grade Level Retention in Grade 9

The highest retention rates for the secondary grades are found in the ninth grade. The total number of students repeating Grade 9 was 41,334 (16.7 percent) during the 1992-93 school year, 42,004 (16.5 percent) during the 1993-94 school year, and 45,432 (16.8 percent) during 1994-95 school year (Table 4.3). Approximately one out of six ninth grade students was repeating the grade each year. The number of Hispanic and African American students retained in ninth grade was disproportionately larger than White students and students in other ethnic groups. Approximately one-fourth of all students in these ethnic groups were retained in ninth grade.

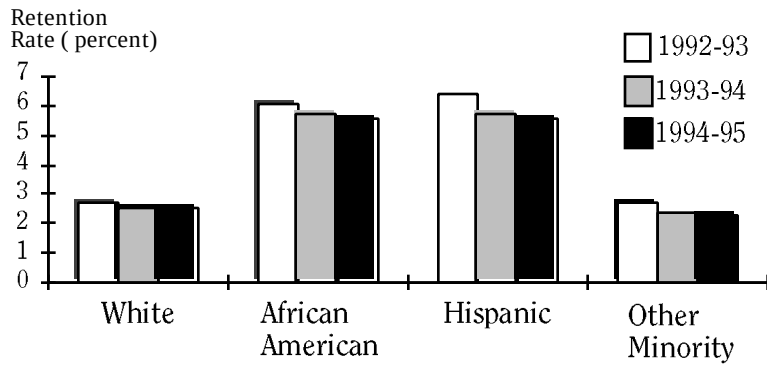
Grade Level Retention by Gender

Males were more likely to be retained than females, as the percentage retained for males was consistently higher than that for females at every grade level and for each ethnic group. About 3.6 percent of female students were retained in the 1992-93 school year, compared to 5.3 percent of males in the same period. During the 1993-94 and 1994-95 school years, 3.2 percent of female and 4.8 percent of male students were retained. Though the overall retention rates generally have decreased since the 1992-93 school year, the gender gap continued to exist over the years. Male students made up 61 percent of total retained students over the three-year period.

Grade Level Retention by Ethnicity

Historically, minority students have been overrepresented in the population of students being retained. Hispanic and African American students were, on average, retained more than twice as often as White or other ethnic group students (Figure 4.2). The retention rates for Hispanic students were 6.4 percent during the 1992-93 school year, 5.7 percent in 1993-94, and 5.6 percent in 1994-95. In 1992-93, the retention rate for African American students was less than the rate for Hispanic students with 6.1 percent and was identical to Hispanic students in the 1993-94 and 1994-95 school years. The retention rates for White and other ethnic group students were the same with 2.7 percent in the 1992-93 school year and 2.3 percent in 1994-95. In the 1993-94 school year, the retention rates for White and other ethnic group students varied slightly. Hispanic and African American students retained across all grade levels constitute approximately 68 percent of all students retained each year during the three-year period. That is, almost 7 out of 10 of all retained students were either Hispanic or African American.

FIGURE 4.2 GRADE LEVEL RETENTION BY ETHNICITY



The largest decline in the percentage retained occurred for Hispanic students between the 1992-93 and 1993-94 school years, from 6.4 percent down to 5.7 percent. However, Hispanic students still make up the largest group of those retained across all grade levels except for kindergarten where White students make up the largest percentage of students retained.

Grade Level Retention by Student Characteristics

Overage Students

Research has consistently shown that being overage for grade is one of the primary predictors of dropping out of school in later years. One consequence of being retained in the same grade is being overage for

TABLE 4.4 GRADE LEVEL RETENTION OF STUDENTS IN SPECIAL EDUCATION

Year	Special Education Students		Non-Special Education Students	
	Total Retained	Retention Rate	Total Retained	Retention Rate
1992-93	22,640	6.4%	114,114	4.2%
1993-94	22,434	6.0%	103,525	3.8%
1994-95	23,633	6.0%	104,736	3.7%

TABLE 4.5 GRADE LEVEL RETENTION OF STUDENTS WITH LIMITED ENGLISH PROFICIENCY (LEP)											
		Receiving Bilingual Services		Receiving ESL Services		Receiving No Services		Total Students With LEP		Total Non-LEP	
Grade	Year	Total Retained	Retention Rate	Total Retained	Retention Rate	Total Retained	Retention Rate	Total Retained	Retention Rate	Total Retained	Retention Rate
KG - 6	1992-93	5,885	4.1%	2,480	4.5%	960	3.8%	9,325	4.1%	38,264	2.4%
	1993-94	4,637	2.9%	2,133	3.4%	735	2.9%	7,505	3.0%	30,970	2.0%
	1994-95	4,803	2.8%	2,141	3.1%	740	2.8%	7,684	2.9%	30,816	2.0%
7 - 12	1992-93	94	4.7%	7,198	13.1%	2,308	12.3%	9,600	12.7%	79,565	6.6%
	1993-94	55	6.1%	7,447	12.4%	2,201	10.6%	9,703	12.0%	77,781	6.4%
	1994-95	64	4.9%	7,772	12.1%	2,407	11.0%	10,243	11.7%	79,626	6.4%

grade; being overage doubles the likelihood of students being retained, which in turn makes them yet another year older than their classmates. Being overage for grade is a better predictor of dropping out than underachievement.

The results for Texas indicate that overage students were retained more than twice as often as their at-age counterparts. The percent retained for overage students were 7.8, 7.5, and 7.6 in the 1992-93, 1993-94, and 1994-95 school years, respectively, compared to 3.4, 3.1, and 3.1 percent for at-age students for the same period.

Special Education Students

Students in special education programs have individual education plans with goals and objectives they must meet on a yearly basis. If these goals are met the student progresses to the next grade level. A disproportionately larger number of special education students were retained each year compared to their non-special education counterparts (Table 4.4).

Limited English Proficient Students

In 1994-95, 82.5 percent of limited English proficiency (LEP) students were in bilingual/English as a second language (ESL) programs. LEP students in the elementary grades had slightly higher retention rates than non-LEP students in 1994-95 (Table 4.5). The rates for LEP students have decreased every year since 1992-93. The retention rates for secondary students receiving ESL services and LEP students not receiving services were almost twice as high as non-LEP students for the three years shown.

Economically Disadvantaged Students

The retention rates for students identified as economically disadvantaged have decreased slightly over the three-year period; however, the retention rates for economically disadvantaged students are consistently higher than those for other students. The percentages of students in Texas public schools identified as economically disadvantaged have increased slightly, from 39.5 percent in 1992-93, to 41.5 percent in 1993-94, and 42.8 percent in 1994-95 (Table 4.6). Further, the percentages of retained students identified as economically disadvantaged have increased over the three-year period; 48.9, 50.8, and 51.6 percent for the 1992-93, 1993-94, and 1994-95 school years, respectively.

Grade Level Retention by District/Campus Characteristics

District Characteristics

Texas school districts differ greatly based on characteristics such as community type, size, student performance, and expenditures. The retention rates among these categories differ as well.

Districts in urban areas had the highest retention rates in 1994-95. Higher retention rates were generally associated with districts with higher percentages of minority students, higher percentages of economically disadvantaged students, higher than average teacher salaries, larger percentages of

TABLE 4.6 GRADE LEVEL RETENTION OF ECONOMICALLY DISADVANTAGED STUDENTS				
	Economically Disadvantaged Students		Non-Economically Disadvantaged Students	
Year	Total Retained	Retention Rate	Total Retained	Retention Rate
1992-93	66,869	5.5%	69,885	3.7%
1993-94	63,935	4.9%	62,024	3.4%
1994-95	66,237	4.9%	62,132	3.4%

minority teachers, and lower percentages of students passing the Texas Assessment of Academic Skills (TAAS). Districts with these characteristics are typically found in the urban areas.

Campus Characteristics

As with districts, higher retention rates were also generally associated with campuses in urban areas. Campuses with higher percentages of minority students, higher than average teacher salaries, larger percentages of minority teachers, and lower percentages of students passing the TAAS tended to have higher retention rates. Campuses with a higher percentage of students dropping out also had higher retention rates. The relationship between retention rates and percentage of economically disadvantaged students seen at the district level was not seen in the campus-level data.

Agency Contact Person

For information on student retention data, Maria Whitsett, Senior Director of Research and Evaluation, (512) 463-9701.

For information on Retention Reduction Programs, B.J. Gibson, Division Director of Accelerated Instruction, (512) 463-9374.

Other Sources of Information

For a summary of the literature on the effects of grade level retention and the results of grade level retention in Texas, see *1994-95 Report on Grade Level Retention of Texas Students*, published by the Division of Research and Evaluation.

For additional information on the Texas Retention Reduction Programs, see *Retention Reduction Grants 1993-94: Evaluation*, published by the Division of Accelerated Instruction.

Public Education Academic Goals

Goal 1: The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

Goal 2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

Goal 3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

Goal 4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

(Texas Education Code, §4.002)

Historical Overview

1980s: Implementation of Statewide Curriculum

The adoption and implementation of a well-balanced curriculum with essential curriculum elements represented a major statewide effort at improving student achievement during the 1980s.

1981: House Bill 246, 67th Texas Legislature, mandates essential elements of instruction for the subjects and courses that school districts are required to offer to maintain a well-balanced curriculum.

1984: State Board of Education establishes essential elements of instruction in Title 19, Chapter 75 of the Texas Administrative Code.

1985-86: Texas school districts implement the essential elements.

1986-1991: Essential elements are updated as to maintain alignment with newly-adopted textbooks.

1990s: Raising Standards

Efforts to provide a rigorous curriculum continued in the 1990s, particularly in phasing out below-level courses and raising high school graduation standards.

1990-1992: State Board of Education begins a process to phase out all the lower level, or remedial, high school courses. This meant that all students who complete high school will now meet certain minimum requirements in each subject area. For example, students who had formerly graduated with only Fundamental of Mathematics will now have at least completed Algebra I.

1992-93: Over a period of several months and with input from school districts, business leaders, and parents, the board considered moving from the 22-credit advanced high school program to a new high school program targeted at a world-class standard. In November 1993, the board adopted the State Board of Education Recommended High School Program, a new 24-credit program designed to insure that students would be successful as they moved into adult roles.

Spring 1995: Realizing that its recommended program set a higher standard than even the advanced with honors diploma, the board adopted a new Distinguished Achievement Program. The Distinguished Achievement Program was built on the Recommended High School Program, with additional indicators of academic excellence.

May 1995: The 70th Texas Legislature passes Senate Bill 1, establishing a new Texas Education Code. The new law directed the State Board of Education to establish a required curriculum for kindergarten through grade 12, made up of a foundation curriculum including:

★ English language arts;
★ mathematics;
★ science; and
★ social studies, consisting of Texas, United States, and world history, government, and geography;

and an enrichment curriculum including:

★ to the extent possible, languages other than English;
★ health;
★ physical education;
★ fine arts;
★ economics, with emphasis on the free enterprise system and its benefits;
★ career and technology education; and
★ technology applications.

The statute directed the State Board of Education with the direct participation of educators, parents, business and industry representatives, and employers to identify the essential knowledge and skills of each subject of the foundation curriculum that all students should be able to demonstrate. Assessment instruments and textbooks will be required to be aligned with the essential knowledge and skills.

The board was also directed to identify, using the same process, essential knowledge and skills of each subject of the enrichment curriculum that all students should be able to demonstrate. School districts will be required to use the essential knowledge and skills in the foundation curriculum in their instructional programs, but will be able to use the essential knowledge and skills in the enrichment curriculum as guidelines, rather than requirements.

1995-1997: Development of Texas Essential Knowledge and Skills

In order to develop the knowledge and skills called for in law, the commissioner initially appointed 13 writing teams composed of teachers, administrators, business and industry representatives, scientists and educators from colleges and universities, and parents. Two additional teams later began work in health/physical education and technology applications, due to changes in law.

The teams were charged to:

★ review the essential elements;
★ ensure relevance and rigor in the curriculum;
★ articulate what all students should know and be able to do;
★ specify the levels of performance expected of students at particular grade levels;
★ ensure that the knowledge and skills meet the learning needs of all students; and
★ link interdisciplinary concepts, content, and skills across the curriculum.

The commissioner also appointed two other groups to help carry out the statute. A Connections Team, composed of the chairs and contractors for the writing teams as well as Texas Education Agency staff, developed a common format for the revised state curriculum and reviewed drafts for the commissioner's charge relating to interdisciplinary connections, rigor, multicultural strategies, real-world connections, and others that affect all content areas. In addition, State Board of Education Review Committees, composed of content experts, educators, and citizens, represent board members in reviewing drafts of the Texas Essential Knowledge and Skills (TEKS).

All team members met collectively to consider issues of consistency of the format, comparability of skills at each grade level, and articulation of skills from kindergarten through grade 12. Meeting individually thereafter, the teams produced the first draft of the TEKS in February 1996, and received over 12,000 responses in March and April. In addition, the SBOE Review Committees provided advice on revisions. Following this review, the teams further developed the TEKS and published the second draft for review in July 1996. The review processes included distribution to all campuses and school districts, publication on TENET and the World Wide Web, a newsletter, and outreach to the public by regional education service centers through town meetings and public hearings.

The focus of the TEKS is to articulate what students should know and be able to do rather than emphasize how teachers should teach. They draw connections to real-world situations and bring relevance to the lives of students.

The current draft of the TEKS are organized by *basic understandings*, which are statements of the fundamental concepts that comprise the body of knowledge in each discipline area. Thereafter, the TEKS articulate *knowledge and skills*, that is, statements of what students should know and able to do at specified grade levels, and *performance descriptions*, which are statements of ways students can show that they have acquired the knowledge and skills.

The State Board of Education received regular reports on the process to develop the TEKS. At its meeting in September 1996, the board approved a schedule (shown in Table 5.1) for consideration and adoption of the TEKS.

Table 5.1

ADOPTION SCHEDULE FOR THE TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)

(as approved by the State Board of Education, September 13, 1996)

Board Meeting	Subject Area(s)/Action		Public Testimony *
	Cluster 1 Foundation Curriculum: Mathematics English Language Arts/Reading Science Social Studies (including Economics) Enrichment Curriculum: Health and Physical Education	*Cluster 2* Enrichment Curriculum: Health Science Technology Languages Other than English Home Economics Education Business Education Fine Arts Trade and Industrial Education Agricultural Science and Technology Technology Applications Marketing Education Industrial Technology Career Orientation	
October 31, 1996	all subjects	all subjects	Extended review ends
January 1997	Report on results of extended review Study: Mathematics	Report on results of extended review	Public testimony
February 1997	Study: Science	First reading and filing authorization for Cluster 2	Public testimony
March 1997	Study: Social Studies	Public hearing* for Cluster 2	
April 1997	Study: English Language Arts/ Reading	Second reading and final adoption for Cluster 2	Public testimony
May 1997	Study: Health and Physical Education First reading and filing authorization for Cluster 1		Public testimony
June 1997	Public hearing for Cluster 1		
July 1997	Second reading and final adoption for Cluster 1		Public testimony

**Public testimony and public hearings are designed to allow members of the public to register to speak to the State Board of Education regarding the TEKS scheduled for discussion that month.*

Subject Area Developments

Reading and English language arts

Statewide assessment results in 1995 and 1996 have shown continued improvement in the area of reading and writing skills, as discussed in Chapter 1. In addition, Texas high school students have improved their performance on the Scholastic Aptitude Test (SAT) over the past several years. Table 5.2 shows average verbal SAT scores for Texas students compared to the nation over the past five years (scores prior to 1995 have been converted to the recentered scale).

The approach to reading and English language arts instruction has continued to emphasize the skills of speaking, listening, reading, written composition, handwriting, spelling, and the mechanics of writing (grammar, usage, capitalization). Particular attention has been placed on a more balanced approach to reading instruction. That is, attention to word identification and analysis skills (phonemic awareness, phonics) is balanced with instructional strategies with respect to comprehension (metacognition, self-monitoring, and rereading) in a literature rich environment. Future textbook adoptions will reflect the integration of the language arts (listening, speaking, reading, written composition, handwriting, spelling, and mechanics of writing) as well as the balanced approach to reading.

In 1994, the TEA received the Innovation in Education grant from the U.S. Department of Education to develop the English language arts and reading TEKS. The writing team, comprised of 40 teachers, administrators, parents, and representatives from the business community began their work in February 1995. The writing team's charge was to develop English language arts and reading curriculum that clearly states what students should know and be able to do in the 21st century. The State Board of Education is scheduled to adopt the English language arts and reading TEKS in July 1997. Following the adoption, the state will provide professional development, instructional materials, and student assessment measures aligned with the TEKS.

In November 1995, the State Board of Education voted to include Spelling in grades 1-6 as part of Proclamation 1995. Following this decision the TEA provided all elementary campuses with a publication titled, *How Do You Spell...? A Teacher's Guide to Spelling Instruction* to assist teachers with spelling instruction until the state adopted materials arrive in 1998.

In July 1996, the State Board of Education approved the textbook adoption cycle which will includes adoption of the following English language arts and reading textbooks during the following years:

- ★ Proclamation 1997 will call for reading and language arts textbooks in grades 6-8 and for the high school English courses, English I-IV, with implementation by school districts in 2000.
- ★ Proclamation 1998 will call for reading and language arts textbooks for grades K-5 (English and Spanish), with implementation in 2001.
- ★ Proclamation 1999 will call for handwriting grades K-5 and the high school course Journalism, with implementation in 2002.
- ★ Proclamation 2000 will call for speech grades 7-12, Debate, and Public Speaking textbooks, with implementation in 2003.
- ★ Proclamation 2001 will call for reading improvement textbooks for grades 9-12.

  These textbooks will incorporate the TEKS after they are adopted.

In 1994, the TEA, in collaboration with Education Service Center Region I, developed materials to assist teachers in grades 3-8 in improving reading instruction. Education service center personnel disseminated the materials and conducted statewide training.

Additional professional development activities are planned for the next biennium. In September 1996, the TEA awarded $1.2 million to The University of Texas at Austin in collaboration with Education Service Center Region XIII's Mentor School Network and the Austin Independent School District to establish the Reading and English Language Arts Center for Educator Development. These entities will serve as the main professional development sites and will be the vehicle for

Table 5.2

SAT VERBAL AVERAGE SCORES (RECENTERED)

Texas Students Compared to the Nation

1992 – 1996

	1992	1993	1994	1995	1996	*1992–96 Gain*
Texas	487	490	489	495	495	*8*
Nation	500	500	499	504	505	*5*

Source: College Entrance Examination Board

disseminating the English language arts and reading TEKS for K-12 teachers. The center will provide demonstration sites/projects in which models for preservice and inservice teachers are piloted and shared, a laboratory in which the utility of the TEKS are inspected for their applicability with students who are struggling with literacy, and an extensive system of materials to be made available to all teachers and administrators.

An end-of-course examination for English II is under development and will be field tested in spring 1997, with benchmark testing scheduled for spring 1998 and implementation anticipated the following year.

Implementation of Texas Reading Initiative

In January 1996, Governor George W. Bush unveiled the Texas Reading Initiative and challenged educators to have all students reading on grade level by the end of grade 3 and continuing to read on grade level throughout their schooling. Listed below are the governor's goals and the activities that the agency has conducted in support of the Texas Reading Initiative.

★ The Texas Primary Reading Inventory was developed in April 1996. Three sets of inventories were delivered to each elementary campus serving students in grades K-3. While not a mandatory assessment, districts are encouraged to use the inventory as an additional tool for determining student progress in reading.

★ The agency has funded three cycles of Academics 2000 grants to local school districts. Over $26 million has been awarded to 197 applicants. The districts receiving awards sent proposals targeting the improvement of reading instruction as the focus. The recently-named Reading and English Language Arts Center for Educator Development will begin and continue activities to train teachers and preservice teachers in reading instruction statewide during the next biennium.

★ Showcase campuses are being selected based on their accountability rating of *exemplary* or *recognized*, and representation based on geography, ethnicity, and type and size of district. In addition, a subset of campuses with notable gains in reading scores were also identified.

★ Six one-hour T-Star programs will air during the 1996-97 school year highlighting promising reading practices across the state capturing classrooms trying to meet the goal of the initiative.

★ The Telecommunications Infrastructure Fund (TIF) board made available $425 million for grants to secondary schools to provide internet access (not to exceed $300,000 each). The goal of the grants is to improve performance in math, science, English language arts/reading, and social studies, and to provide students an opportunity to become adept at using advanced technology. Award implementation is scheduled for January 1997.

★ In January 1996, the agency established an 800 number to serve as a reading hotline where the public could phone in suggestions for meeting the governor's goal. By May 1996, 880 calls had been received with many callers asking to volunteer to help with the initiative.

★ The commissioner of education formed an advisory group on reading. This group, representing professional organizations in reading and English language arts, was charged with developing a consensus position on reading instruction. A position paper was drafted, reflecting a balanced approach to reading instruction. Subsequently, a white paper was produced supporting a balanced approach to reading instruction through a review of current and relevant scholarly research efforts.

★ The use of $1.2 million of ESEA Title VI funds have been directed to Education Service Centers to provide intensive on-site and center-based professional development focused in the implementation of the reading initiative, especially with low performing campuses in reading.

Mathematics

Student achievement in mathematics increased during the biennium at all levels of instruction, as discussed in Chapter 1. Results on the Scholastic Aptitude Test (SAT) also show increases in mathematics achievement for high school students for the past several years. Table 5.3 shows SAT results in mathematics for Texas students compared to the nation over the past five years (scores prior to 1995 have been converted to the recentered scale).

The State Board of Education eliminated Fundamentals of Mathematics and Consumer Mathematics as high school credit courses during the 1993-1994 biennium. Pre-Algebra was eliminated as a high school credit course during the 1994-1996 biennium. As a result of efforts to raise expectations, enrollment in, and completion of, core mathematics courses for the Recommended

Table 5.3

SAT Mathematics Average Scores (Recentered)

Texas Students Compared to the Nation

1992 – 1996

	1992	1993	1994	1995	1996	*1992–96 Gain*
Texas	493	498	500	501	500	*7*
Nation	501	503	504	506	508	*7*

Source: College Entrance Examination Board

High School Program have continued to increase (see table 5.4).

A number of efforts have taken place over the biennium to improve student achievement in mathematics. In October 1994, Texas received a four-year grant of $2 million per annum from the National Science Foundation (NSF) to support the Texas Statewide Systemic Initiative (Texas SSI). Texas provides a $1 million match each year. The Texas SSI is the contractor for the mathematics and science TEKS. The Texas SSI has mobilized action teams of mathematics and science leaders to work on algebra, preservice mathematics and science, professional development, school-to-career, advanced placement and public engagement. The work of the Texas SSI centers on building on existing exemplary efforts in the state and nation, connecting the leaders involved in these efforts and building a consensus around a common direction for Texas. The Texas SSI is connected directly to NSF-funded Urban Systemic efforts in Dallas, El Paso, and San Antonio.

A statewide writing team of teachers, supervisors, and industry representatives have been working since March 1995 to develop the TEKS for mathematics. This project is managed by the Texas SSI under the leadership of the Texas Education Agency. The writing team is developing a K-12 curriculum for mathematics that clearly outlines what students must know and be able to do. When this curriculum is complete and adopted, state assessment and state-adopted textbooks will be closely aligned to the curriculum. This project has included a massive effort to receive statewide input from the public.

Professional development for teachers of mathematics will be a critical component of implementing the TEKS. Professional development training and materials have

Table 5.4

Number of Students Completing Challenging High School Courses

	1993-94	1994-95	1995-96	Increase over two years
High School Enrollment	*927,209*	*956,045*	*990,056*	*7%*
Algebra I	339,097	376,671	386,993	14%
Algebra II	133,392	145,348	153,796	15%
Geometry	173,737	179,910	194,911	12%
Precalculus	32,952	40,501	48,618	48%
Biology I	273,949	281,786	296,841	8%
Biology II	15,562	17,378	17,408	12%
Chemistry I	111,638	118,558	127,196	14%
Chemistry II	5,558	5,144	5,094	-8%
Physics I	33,073	35,787	40,663	23%
Physics II	1,691	1,878	1,538	-9%
World History	183,694	186,654	203,713	11%
World Geography	99,774	157,651	219,504	120%

been developed for mathematics through the TEXTEAM project. TEXTEAM is funded by federal Dwight D. Eisenhower Mathematics and Science Education Program of the U.S. Department of Education. The project has produced professional development modules for all levels of mathematics. Also, professional development institutes have been developed through the project for grades 3-5, grades 6-8, Algebra I, and Geometry. TEXTEAM professional development will be coordinated through the 20 Education Service Centers in the state. These service centers will also be instrumental in providing other professional development regarding implementation of the TEKS.

Science

During the 1994-1996 biennium, regional education service centers conducted staff development sessions throughout the state on the grade 8 science TAAS test and the Biology I end-of-course examination.

Spring 1994 was the benchmark testing year for the grade 8 science TAAS. Spring 1995 results indicated 75 percent of students passed the grade 8 science TAAS. Spring 1996 results reflected 77 percent passing, representing a two-point increase from the previous year. Spring 1994 was also the benchmark testing year for the Biology I end-of-course examination. Spring 1995 results reflected 73 percent passing the Biology I end-of-course examination. Spring 1996 results showed a three-point increase to 76 percent passing.

Regional Collaboratives for Excellence in Science Teaching provide additional staff development for science teachers in the middle school. Each of the twenty education service center regions is served by at least one collaborative. The focus of the staff development has been on strengthening content and pedagogy for teachers who teach the new coordinated thematic science courses being offered in middle schools. These regional collaboratives will begin providing staff development on the emerging science TEKS and the new science framework under development in the next biennium.

The science TEKS are being developed with the assistance of the Texas Statewide Systemic Initiative. A new science framework will assist with the implementation of the science TEKS after their adoption. This technology-based program will assist school districts with the development of a local curriculum based on the new TEKS. First developed for the World Wide Web then a CD-ROM, the framework will provide schools with access to safety regulations, equipment recommendations, certification requirements, and other components of a quality science program. A common navigation system for English language arts, mathematics, science, and social studies will enable teachers and administrators easy access to current information and materials that support the TEKS and other aspects of their respective programs.

The advanced science program consists of the Advanced Placement and the International Baccalaureate courses which will prepare students for the rigor of college science courses. Science courses previously not counting for science credit under career and technology are being developed cooperatively between science and career and technology representatives. Students will be able to achieve science credit for the successful completion of the courses and meet program requirements in career and technology.

The Texas Environmental Education Advisory Committee (TEEAC) continues to establish more staff development sites for teachers. Over 110 TEEAC sites are now providing environmental education staff development to Texas teachers.

The State Board of Education recently approved a 40 percent laboratory and field work requirement for high school science courses. All high school science courses must meet this requirement beginning with the 1996-97 school year. The science program continues to increase enrollment in, and completion of, higher level science courses (as shown in Table 5.4).

Social Studies

A writing team charged with identifying social studies essential knowledge and skills for students has met regularly since March 1995. The team has focused on what students need to know and be able to do in order to be productive citizens in a participatory democratic society. Education Service Center Region VI and Texas A&M University have been awarded a contract to develop a social studies educator development center that will assist local districts in implementing the new TEKS.

In addition to requirements of one credit of United States History, one-half credit in Government, and one credit in either World History Studies or World Geography Studies, the new minimum high school graduation plan requires students to complete one credit in an academic elective that must be selected from World History Studies, World Geography Studies, or any science course approved by the State Board of Education. The Recommended High School Program and the Distinguished Achievement Program require one credit each in United States History, World History Studies, and World Geography studies, and one-half credit in Government.

Curriculum staff supervised the production of an updated package of grade 8 social studies TAAS training materials for education service centers and local districts to use in staff development programs. The instructional strategies and activities included in the package emphasize an understanding of the American and other political systems, analyzing relationships in social studies, and making generalizations about and drawing inferences and conclusions from social studies information.

Spring 1994 was the benchmark testing year for the grade 8 social studies TAAS. Spring 1995 results reflect 65 percent passing. Spring 1996 results reflect 69 percent passing, representing a 4 percent increase for grade 8 social studies.

An end-of-course examination for U.S. History is under development. The exam will be field tested in spring 1997, with benchmark testing in spring 1998 and implementation anticipated the following year.

Languages Other than English

The development of meaningful language proficiency in extended curricular sequences remains the goal for programs in Languages Other Than English (LOTE). Program emphasis is on the development of the linguistic skills of listening, speaking, reading, and writing, and in the knowledge of culture and language.

The essential knowledge and skills for LOTE have been in development since early 1995 with the assistance of a grant from the U.S. Department of Education through *Project ExCELL (Excellence and Challenge: Expectations for Language Students)*. The draft TEKS represent the language education profession's consensus that students should develop knowledge and skills within the five areas of communication, cultures, connections, comparisons, and communities.

In addition to the development of the TEKS themselves, efforts have begun: 1) to develop a curriculum framework to help teachers in schools implement the TEKS; 2) to create model professional development programs for retraining teachers to deliver the TEKS more effectively; and 3) to develop successful strategies for delivering the TEKS in preservice teacher education. Planning efforts have also begun to find ways of successfully implementing, extending, and improving language program sequences in the elementary and middle grades. Numerous statewide professional development sessions have addressed topics such as national and state standards for languages other than English, assessment, exemplary program models, and instructional materials.

The Languages other than English program in Texas schools has continued moderate growth in enrollments at all levels in all languages, with more significant increases in Spanish. The development of an end-of-course test for Spanish, Level III, discontinued as a result of legislative direction in 1995, was a significant factor in the enrollment increases in the early levels of Spanish language study during 1994-96. The reduction in the State Board of Education's Recommended High School Program language component from three levels to two levels of language study and the elimination of the end-of-course test, however, are expected to slow enrollment growth.

Health

Health Education is concerned with the prevention of serious health problems that threaten the population. These health problems can be addressed in school classrooms through the development, delivery and evaluation of a planned, sequential, developmentally appropriate instructional program. To meet these challenges, high school health textbooks that had been adopted by the State Board of Education in November 1993 were available for classroom use at the beginning of the 1995-96 school year.

In December 1995, a writing team composed of certified health educators, teachers, and board certified pediatricians began the development of the TEKS in health. The draft TEKS will provide educators and the public with a description of what health-literate students should know and be able to do in order to develop lifelong, positive health-related attitudes and behaviors.

Physical Education

A ten-member writing team began drafting the TEKS in physical education in December 1995. The clarification team seeks to develop a framework for districts to use as a means of teaching students about the need to adopt a physically active lifestyle.

The State Board of Education called for new instructional materials in Proclamation 1994 for Foundations of Personal Fitness which will be available for classrooms in September 1997. This new course replaced Physical Education I.

Fine Arts

Knowledge, skills, and processes in art, music, theatre, and dance, enable students and adults to gain and communicate meaning in powerful and lasting ways. Identified in state law as part of the required curriculum in

Texas schools, the fine arts are recognized as major forms of literacy in societies throughout the world today.

The draft TEKS in fine arts describe four basic understandings that serve as the critical and creative learning base in the arts: developing perceptual awareness; creating/performing skills; understanding of history and culture; and the ability to evaluate aesthetic qualities in everyday life.

Assessment questions related to issues of proficiency and accountability have not yet been addressed in significant ways. Assessment practices in the fine arts vary widely from school district to district. Educators and parents have indicated that a collaborative, voluntary statewide effort (i.e., beginning development and initial field testing of a voluntary end-of-course exam) would inform and support increased rigor in teaching and learning in the arts.

Textbooks for Theatre Arts, grades 6-8, are currently being adopted under Proclamation 1994. In addition, Proclamation 1995 calls for textbooks for Art, grades 1-5.

Economics

One-half credit in Economics with Emphasis on the Benefits of the Free Enterprise System is required in all graduation plans. The draft essential knowledge and skills for the high school economics course reflects an emphasis on the nature of economics, the American free enterprise system and its benefits, the relationship between government and the American economic system, and international economic relations.

Career and Technology Education

Enrollment in secondary career and technology education programs rose dramatically during the biennium, from 584,000 in secondary career and technology education programs during the 1993-94 school year to 824,600 in 1995-96 (duplicated numbers). These students benefited from an increasingly demanding curriculum, as courses which held lower expectations for students were completely phased out and standards raised across the curriculum. While extensive revision of curriculum materials occurred during the previous bienniums, curriculum efforts during the 1994-96 biennium focused on developing the Essential Knowledge and Skills to ensure that career and technology programs meet the needs of the people of Texas.

Significant progress was made in developing the TEKS for all career and technology education curriculum areas: home economics education, agricultural science and technology education, trade and industrial education, industrial technology education, marketing education, business education, and health science technology education. Each program area assembled a team of teachers, administrators, professional association members, postsecondary faculty, and assessment experts to determine the curriculum requirements for the courses in the various disciplines within career and technology education.

Enrollment in Tech Prep programs — which link four years of high school with at least two years of targeted postsecondary training — has grown from 11,587 in 1993-94 to 56,821 in 1995-96. Ninety-three percent of school districts with at least one high school and 94 percent of two-year public colleges in Texas have Tech Prep programs that have been approved by the TEA and the Texas Higher Education Coordinating Board. The number of approved Tech Prep six-year graduation plans rose from 227 in 1992-93 to 3,078 in 1995-96.

Senate Bill 1, 74th Texas Legislature, 1995, established two new goals for career and technology. The goals represent a crucial component of public education because the legislature determined that they apply to all public school students, not just students enrolled in career and technology education. The legislature adopted the following goals:

> Each public school student shall master the basic skills and knowledge necessary for:
> (1) managing the dual roles of family member and wage earner; and
> (2) gaining entry-level employment in a high-skill, high-wage job or continuing the student's education at the postsecondary level.

Career and technology education courses are becoming increasingly rigorous as programs seek to become more effective in helping students acquire the skills they need to succeed in business and industry. Programs continue to emphasize the integration of academics into the career and technology curriculum, reinforcing academic concepts while demonstrating to students how academic principles apply in the workplace. Texas school districts are emphasizing the concept of "career pathways" or "career majors," which are coherent sequences of courses that introduce students to occupational clusters and prepare participants for further study or to enter the work force. In many cases, school districts do not limit career pathways to career and technology educa-

tion programs, but instead extend the pathways to encompass the entire curriculum.

Ongoing changes in technology and the work force, coupled with measures to restructure Texas schools and other legislative efforts, necessitated extensive training for career and technology education teachers, counselors, and administrators during the biennium. To meet this need, the agency developed and conducted a number of regional and statewide workshops and week-long summer conferences for career and technology educators in local school districts. These workshops and conferences provided educators with opportunities for training in broad educational initiatives as well as in their specific subject areas. The workshops and conferences also provided introductions to, and training in, the latest technological advances related to program disciplines, and gave participants current information on state and federal rules and regulations.

Technology Applications

Technology Applications is a curricular area that includes the teaching and learning of technology skills and the use of computers and other related electronic tools. Technology Applications focuses on the creating, accessing, manipulating, utilizing, communicating, and publishing information during the learning process. The TEKS are being proposed in grade clusters: prekindergarten-grade 2, grades 3-5, grades 6-8, and grades 9-12. The technology applications writing team consists of members representing district technology coordinators, classroom teachers including computer literacy teachers, district administrators, higher education representatives, business representatives, independent consultants, and parents.

Several resources will support the Technology Applications TEKS and the integration of technology throughout all curriculum areas. In addition to various local, state, and federal sources, the technology allotment has provided $30 per student per year since 1992. With this allotment, schools can buy hardware, software, and training. Textbook funds can be used for electronic instructional materials. In addition, grant opportunities are available from many sources, including the Telecommunications Infrastructure Fund.

Through Technology Preview and Training Centers at regional education service centers, district personnel receive hands-on experience and an orientation to state-of-the-art technologies for use in the classroom. They also receive training and staff development on the integration of technology into the teaching and learning process. Technology Institutes, summer camps, and other staff development opportunities are available through the ESCs. Staff development is also available via TENET and T-STAR. Many professional organizations provide staff development as well as various conferences and workshops around the state. Publishers may also provide staff development opportunities.

School libraries provide information in a variety of formats locally as well as from outside the school building through such mechanisms as interlibrary loan, networking, and on-line database searching. In most districts, the librarian has received training in the use of technology and the application of technology in accessing and using information.

Prekindergarten and Kindergarten

The current prekindergarten and kindergarten essential elements became effective September 1995. At the same time, new learning systems which addressed the essential elements were being introduced in the classroom. The essential elements are placed under four developmental domains - social/emotional development, intellectual development, aesthetic development, and physical development. The organization of the essential elements under the developmental domains provides an integrated developmental approach to the curriculum. Within the developmental domains, the prekindergarten and kindergarten curriculum provides opportunities to communicate, think, reason, solve problems, make decisions, and learn self-help and personal management skills. Information is tied to meaningful concrete experiences in the student's environment, including home, school, and community. The essential elements are taught by actively engaging students in learning, promoting understanding and application of skills and knowledge, and creating challenging learning tasks that stimulate problem solving, collaboration, and teamwork.

Essential knowledge and skills are in the process of being developed for kindergarten through grade 12. Although essential elements have been adopted for prekindergarten, Senate Bill 1 authorized the State Board of Education to adopt essential knowledge and skills only for students beginning in kindergarten. However, textbook procedures allow adoption of instructional materials for students in prekindergarten as well as in kindergarten and above. Because textbook proclamations have been based on the essential elements and will, following adoption by the State Board of Education, be based on the new TEKS, beginning work in essential knowledge and skills for prekindergarten is planned for fall 1996.

Bilingual Education/ English as a Second Language

Bilingual education and special language instruction is provided for students in prekindergarten through grade 12 for students whose primary language is not English. More than 100 languages are spoken in the homes of Texas public school students. Spanish is the language spoken in 93 percent of homes where English is not the primary language. Other frequently reported primary student languages are Vietnamese, Cambodian, Laotian, Chinese, Korean, Japanese, French, and German.

Students participating in bilingual education and English as a second language (ESL) programs are provided linguistically appropriate instruction. Instruction is cognitively appropriate in that creativity, problem-solving, and other thinking skills are cultivated through mathematics, science, and social studies in the language that students understand. The number of dual-language programs to develop bilingual literacy in all students has increased in all regions of the state.

In November 1996, the board adopted Bilingual Learning Systems for Spanish Social Studies, grades 1-5, and ESL Learning Systems, grades 1-8.

Sunset Review and Adoption of New Rules on Curriculum and Graduation Requirements

Senate Bill 1, 74th Texas Legislature, 1995, provided for several major changes to curriculum and program rules. For example, the State Board of Education no longer has rulemaking authority in some areas formerly addressed by Chapter 75, Title 19 of the Texas Administrative Code (TAC). Current rulemaking authority is summarized as follows:

★ establishing minimum requirements for elementary and middle school
★ establishing high school graduation requirements and options for offering courses
★ providing for an academic achievement record
★ establishing criteria for awarding credit, but not in terms of time requirements
★ providing for students with dyslexia and related disorders
★ defining the limits of participation in, and practice for, extracurricular activities.

The board no longer has rulemaking authority in the following areas:

★ general responsibilities of school districts
★ prekindergarten curriculum requirements
★ summer school programs
★ grading, promotion, retention, and placement
★ tutorial programs
★ promotion and alternative to social promotion
★ special provisions for vocational education.

All rules in 19 TAC Chapter 75 were repealed subsequent to the passage of Senate Bill 1, except for the curriculum essential elements. The new rules were adopted as 19 TAC Chapter 74, Curriculum Requirements, with three subchapters:

★ Subchapter A: Required Curriculum
★ Subchapter B: Graduation Requirements
★ Subchapter C: Other Provisions

Rules relating to extracurricular activities were adopted as new 19 TAC Chapter 76.

Highlights of Changes in Curriculum Rules

★ Subchapter A: Required Curriculum

★ Foundation Courses
- English language arts
- mathematics
- science
- social studies, consisting of Texas, United States, and world history, government, and geography

★ Enrichment Courses
- to the extent possible, languages other than English
- health
- physical education
- fine arts
- economics, with emphasis on the free enterprise system and its benefits
- career and technology education
- technology applications

★ Middle School
- Increased flexibility - local districts can decide on instructional arrangements and settings

★ Subchapter B: Graduation Requirements

★ Minimum Plan
- Increased from 21 to 22 credits
- New 1/2 credit speech requirement
  - Speech Communications
  - Public Speaking
  - Debate
  - Oral Interpretation
- New 1 credit technology applications requirement

- Business Computer Applications I and II
- Business Computer Programming I and II
- Computer Applications
- Computer Science I and II
- Business Information Processing
- Computer Mathematics
- Industrial Technology Computer Applications

- New 1 credit "academic elective" (World History Studies, World Geography Studies, or Science)
- New course for Physical Education I (Foundations of Personal Fitness)

★ Recommended High School Program
- New 1/2 credit speech requirement
- Reduction from 3 to 2 credits in languages other than English
- Additional 1/2 credit elective

★ Distinguished Achievement Program
- New 1/2 credit speech requirement
- Electives reduced from 3 to 2 1/2 credits

★ Academic Achievement Record
- New provision for students who receive a certificate of coursework completion. (School districts *may* issue certificates of coursework completion to students who complete all graduation requirements except for passing the exit-level TAAS test.)

★ Subchapter C: Other Provisions

★ Promotion, Retention, Grading, and Placement
- All rules repealed, except high school passing standard
- Districts will use locally-developed policies

★ High School Passing Standard
- State Board of Education requires a grade of 70 out of 100 based on course-level, grade-level standards

★ Innovative Courses
- Formerly called experimental courses
- Approval of discipline-based courses by staff (no change)
- New requirement for approval by State Board of Education for innovative courses that are interdisciplinary or are not in the required curriculum.

★ Students with Dyslexia and Related Disorders
- Services must be provided at a student's own campus.

★ Credit by Examination
(formerly called advanced placement)
- Examination for acceleration must be provided by districts at least three days between January 1 and June 30 and three days between July 1 and December 31 in grades 1-12.
- The dates must be publicized.
- Districts may not charge for examinations.
- Procedures for kindergarten acceleration are for local adoption.

★ Schedule for Implementation
- New minimum graduation plan required for students entering 9th grade in 1997-1998.

Distinguished Achievement Program

The Distinguished Achievement Program, to be phased in by the year 2000, allows districts to develop their own advanced and honors level courses. The program also requires students to complete the requirements of the Recommended High School Program and have high performance on four advanced measures that are equivalent to college or professional level work. In 1995-96, districts had the option of offering the program for the first time. In 1995-96, 177 students selected this program as their graduation plan.

The four advanced measures for the program are:

★ Original research and/or project:
- judged by a panel of professionals in the field that is the focus of the project; or
- conducted under the direction of mentor(s) and reported to an appropriate audience;

★ Test data:
- a score of three or above on The College Board Advanced Placement examination;
- a score of four or above on an International Baccalaureate examination;
- a score on the PSAT that qualifies a student for recognition as a Commended Scholar or higher by the National Merit Scholarship Corporation; as part of the National Hispanic Scholar Program of The College Board; or as part of the National Achievement Scholarship Program for Outstanding Negro Students of the National Merit Scholarship Corporation. The PSAT score may count as only one

advanced measure regardless of the number of honors received by the student;

★ College courses
  - a grade of 3.0 or higher on courses that count for college credit (dual and/or concurrent enrollment), including tech prep programs;

★ Professional license
  - a license awarded by a professional board or association. This item may count for only one advanced measure regardless of the number of licenses received.

Implementation of TEKS and Integration of TEKS, Textbooks, and Staff Development

Board adoption of the TEKS is scheduled to be completed in July 1997. It is anticipated that implementation in the classroom will commence with the 1998-99 school year, following and concomitant with extensive professional development. Professional development centers will have prepared materials in English language arts/reading, mathematics, science, and social studies. Other content areas, such as career and technology education, will prepare curriculum frameworks for teachers, as was done in regard to the essential elements. It is expected that regional education service centers and professional associations will participate extensively in professional development on the TEKS.

Other aspects of implementing the TEKS include adoption of proclamations and instructional materials that incorporate the TEKS, as adopted by the State Board of Education, and revision of the Texas Assessment of Academic Skills (TAAS). Publishers of instructional materials are notified of the process and schedule to adopt the TEKS in order to plan for their inclusion in textbooks scheduled for adoption in the near term. The TAAS will be revised following board adoption of the TEKS, and an implementation schedule will be developed.

Agency Contact Person

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Other Sources of Information

★ 19 Texas Administrative Code (TAC), Chapter 74, Curriculum Requirements

★ Question and Answer Document on Recommended High School Program

★ Progress Report on Long-Range Plan for Technology, 1988-2000

★ Question and Answer Document on New 19 TAC Chapter 74

★ Question and Answer Document on Distinguished Achievement Program

★ Report on Enrollment Trends in High School Mathematics, Science, and Social Studies

One of the major objectives of the Texas Education Agency is to support the accomplishment of the state's goals for public education by recognizing, rewarding, sanctioning, and intervening with school districts and campuses to ensure excellence and equity for all students.

Accountability Ratings

Accountability ratings for 1996 showed that more Texas school districts and campuses received high performance ratings, and fewer were rated low-performing (see Table 6.1). The number of *exemplary* schools increased from 255 in 1995 to 394 in 1996, and the number of *recognized* schools increased from 1,004 in 1995 to 1,309 in 1996. Both figures are record marks in the four-year history of the state's school accountability system, required by legislation enacted in 1993.

District accreditation ratings showed similar improvements: in 1996, 37 districts received *exemplary* ratings, compared to 14 in 1995, while 209 districts received *recognized* ratings, compared to 137 in 1995.

Even though the standard for the percentage of students passing the TAAS increased in 1996, the number of low-performing campuses and districts decreased from 1995 to 1996. The number of campuses rated *low-performing* decreased from 267 in 1995 to 108 in 1996. In 1995, 34 districts were rated *accredited warned*; only 8 districts were rated *academically unacceptable* in 1996. In addition, two districts were lowered by action of the commissioner of education from *academically acceptable* to *academically unacceptable*, bringing the total number of academically unacceptable districts to 10.

In 1995, districts were rated *exemplary*, *recognized*, *accredited*, or *accredited warned*. However, district ratings for 1996 reflect the new terminology required by Senate Bill 1, 74th Texas Legislature, 1995. In 1996, districts were rated *exemplary*, *recognized*, *academically acceptable*, or *academically unacceptable*. Standards for *academically acceptable* and *acceptable* ratings changed between 1995 and 1996. For a district or campus to be rated *academically acceptable/acceptable* in 1995, 25 percent of all students *and* each student population group (African American, Hispanic, White, and economically disadvantaged students) must pass the Texas Assessment of Academic Skills (TAAS). However, in 1996, the standard for *academically acceptable/acceptable* ratings increased to 30 percent of all students and each student population group passing the TAAS. A dropout rate of six percent or less for all students and each student group was required for districts and campuses, but a single group dropout waiver was applicable in some instances in 1996.

The agency has implemented an optional alternative accountability system, developed in 1994-95, for alternative campuses that serve long-term students (those in attendance 18 weeks or longer). The sys-

TABLE 6.1 DISTRICT AND CAMPUS ACCOUNTABILITY RATINGS

Campus Ratings

	1995	*1996**
Exemplary	*255*	*394*
Recognized	*1,004*	*1,309*
Acceptable	*4,347*	*4,127*
Low-performing	*267*	*108*

District Ratings

	1995	*1996**
Exemplary	*14*	*37*
Recognized	*137*	*209*
Accredited/Acceptable	*860*	***790*
Academically Unacceptable	*34*	***8*

**as of November 1, 1996*

***Two districts were lowered, by action of the commissioner, from academically acceptable to academically unacceptable in March and April 1996, respectively. These actions revise the numbers issued by the Agency's Office of Policy Planning and Research to 788 and 10.*

tem provides for rating alternative campuses based on student performance on TAAS, dropout rates, attendance, General Education Development (GED) completion, course/credit completion, and/or dropout recovery rates. The system also provides for on-site evaluations by peer review teams for those alternative campuses that fail to meet targeted campus performance objectives. In 1996, 309 campuses were rated through the alternative accountability system. Of those, 46 campuses are scheduled for peer review accreditation visits during the 1996-97 school year.

1995

The accreditation status for districts and the performance ratings for campuses are based on the academic excellence indicators required by law and adopted by the State Board of Education. In 1995, 34 districts were designated as *accredited warned*, with 86 *low-performing* campuses. An additional 182 *low-performing* campuses were located in 119 other districts. However, the performance rating for one campus, Levelland High School in Levelland ISD, was changed in January 1996 from *low-performing* to *acceptable* based on the recommendation of the on-site peer review team. Therefore, the total number of *low-performing* campuses in 1995 was 267.

Accredited Warned Districts

Alto	Navasota
Brooks	Ore City
Bullard	Paducah
Christoval	Palestine
Cleburne	Pampa
Cleveland	Presidio
Edna	Ramirez*
Ennis	Royal
Fabens	San Antonio
Goodrich	San Saba
Hemphill	Slaton
Hempstead	Texas City
Houston	Trinity
Huntsville	Tyler
La Vega	Union
McKinney	Waskom
Nacogdoches	Yoakum

*Indicates the district is rated *accredited warned* for the *second* consecutive year.

Low-performing Campuses

Abilene ISD
- Abilene High School

Aldine ISD
- Carver Contemporary High School
- MacArthur High School
- Chester W. Nimitz High School
- Aldine High School

Alief ISD
- E. A. Olle Middle

Alto ISD
- Alto Elementary

Alvarado ISD
- Alvarado High School

Amarillo ISD
- Caprock High School
- Palo Duro High School

Arlington ISD
- Carter Junior High School
- Speer Elementary

Athens ISD
- R. C. Fisher Campus

Austin ISD
- Lanier High School
- McCallum High School
- Reagan High School
- Travis High School
- Alternative Learning Center
- Bowie High School
- Kealing Junior High School
- Lamar Middle
- O. Henry Middle
- Pearce Middle
- Webb Middle
- Dobie Middle
- Mendez Middle
- Harris Elementary
- Sims Elementary

Bay City ISD
- Bay City High School

Beaumont ISD
- West Brook Senior High School
- Bowie Middle

Beeville ISD
- Jones High School

Belton ISD
- Belton High School

Brenham ISD
- Brenham High School

Brooks ISD
- Falfurrias High School

Brownfield ISD
- Brownfield High School

Brownwood ISD
- Brownwood High School

Bryan ISD
- Bryan High School
- Bryan High School at Lamar

Bullard ISD
- Bullard High School

Calhoun County ISD
- Calhoun High School

Calvert ISD
- Calvert High School

Canutillo ISD
- Canutillo High School

Center ISD
- Center Junior High School

Clear Creek ISD
- Clear Creek High School

Cleburne ISD
- Cleburne High School

Cleveland ISD
- Cleveland High School
- Cleveland Junior High School

Coldspring-Oakhurst Consolidated ISD
- Lincoln Junior High School

Columbia-Brazoria ISD
- Columbia High School

Conroe ISD
- Conroe High School

Corpus Christi ISD
- Miller High School
- Cunningham Middle

Corsicana ISD
- Corsicana High School
- Lincoln Elementary

Cotulla ISD
- Cotulla Junior High School

Crockett County Consolidated ISD
- Ozona High School

Dallas ISD
- Thomas Jefferson High School
- North Dallas High School
- H. Grady Spruce High School
- Woodrow Wilson High School
- E. B. Comstock Middle
- O. W. Holmes Middle
- John B. Hood Middle
- J. L. Long Middle
- Thomas J. Rusk Middle
- Edison Learning Center
- Maple Lawn Elementary
- William B. Travis Elementary

Detroit ISD
- Detroit Junior High School

Dickinson ISD
- R. D. McAdams Junior High School

Donna ISD
- W. A. Todd Middle

Ector County ISD
- Odessa High School
- Permian High School

Edinburg Consolidated ISD
- Alternative School

Edna ISD
- Edna High School

El Paso ISD
- Bowie High School

Elgin ISD
- Elgin Middle

Ennis ISD
- Ennis High School

Fabens ISD
- Fabens High School

Fort Bend ISD
- McAuliffe Middle

Fort Worth ISD
- Carter-Riverside High School
- Diamond Hill-Jarvis High School
- Eastern Hills High School
- Polytechnic High School
- James Middle
- Kirkpatrick Middle
- Monnig Middle
- Stripling Middle
- Dunbar Middle
- North Hi Mount Elementary

Galena Park ISD
- Galena Park HighSchool

Galveston ISD
- Ball High School
- Central Middle

Garland ISD
- Garland High School

Garrison ISD
- Garrison High School

George West ISD
- George West High School

Goliad ISD
- Goliad High School

Grand Prairie ISD
- Grand Prairie High School

Greenville ISD
- Greenville High School

Hale Center ISD
- Hale Center High School

Harlandale ISD
- Terrell Wells Middle

Hays Consolidated ISD
- Jack C. Hays High School

Hemphill ISD
- Hemphill High School
- Hemphill Elementary

Hempstead ISD
- Hempstead High School
- Hempstead Junior High School

Hereford ISD
- Hereford High School

Hillsboro ISD
- Hillsboro Junior High School

Hondo ISD
- Hondo High School

Houston ISD
- Austin High School
- Davis High School
- Furr High School
- Sam Houston High School
- Jones High School
- Kashmere High School
- Lamar High School
- Lee High School
- Madison High School
- Milby High School
- Reagan High School
- Sanchez High School
- Waltrip High School
- Westbury High School
- Wheatley High School
- Yates High School
- Sharpstown High School
- Attucks Middle**
- Fonville Middle
- Hartman Middle
- Jackson Middle**
- Lanier Middle
- Marshall Middle
- McReynolds Middle
- Woodson Middle
- Dowling Middle
- Thomas Middle
- Sharpstown Middle
- Stevenson Middle
- Burnet Elementary
- Dogan Elementary**
- Peck Elementary
- Port Houston Elementary
- Riceville
- Gregory-Lincoln Ed. Center

Huntsville ISD
- Huntsville High School

Hurst-Euless-Bedford ISD
- Hurst Junior High School

Jacksonville ISD
- Jacksonville High School

Jim Hogg County ISD
- Hebbronville High School

Katy ISD
- Katy High School

Kenedy ISD
- Kenedy High School

Kerrville ISD
- Tivy High School

Kirbyville ISD
- Kirbyville Junior High School

La Joya ISD
- La Joya High School

La Marque ISD
- La Marque High School

La Porte ISD
- La Porte Junior High School

La Pryor ISD
- La Pryor High School

La Vega ISD
- La Vega High School*

Lamar Consolidated ISD
- Lamar Consol. High School

Lamesa ISD
- Lamesa High School

Lewisville ISD
- Lewisville High School

Liberty ISD
- Liberty High School

Little Elm ISD
- Little Elm High School

Livingston ISD
- Livingston Junior High School
- Livingston Elementary
- Livingston Primary

Lubbock ISD
- Coronado High School
- Lubbock High School
- Monterey High School
- Estacado High School
- Alderson Junior High School

Lufkin ISD
- Lufkin High School
- Lufkin West Junior High School
- Lufkin Dunbar Intermediate

Mabank ISD
- Mabank High School

Marble Falls ISD
- Marble Falls High School

Mart ISD
- Mart Intermediate

McAllen ISD
- McAllen High School
- Rowe High School

Midland ISD
- Lee High School
- Midland High School

Muleshoe ISD
- Muleshoe High School

Nacogdoches ISD
- Thomas J. Rusk Middle

Natalia ISD
- Natalia High School

Navasota ISD
- Navasota High School

New Braunfels ISD
- New Braunfels High School

North East ISD
- White Middle

North Forest ISD
- Northwood Middle

Orange Grove ISD
- Orange Grove High School

Ore City ISD
- Ore City High School

Palestine ISD
- Palestine High School

Pampa ISD
- Pampa High School
- Pampa Learning Center

Paris ISD
- Paris High School

Pasadena ISD
- Southmore Intermediate

Pharr-San Juan-Alamo ISD
- PSJA High School

Pittsburg ISD
- Pittsburg High School

Plainview ISD
- Plainview High School

Port Arthur ISD
- Austin High School
- Edison Middle

Presidio ISD
- Presidio High School

Ramirez CSD
- Ramirez Elementary*

Raymondville ISD
- Raymondville High School

Rio Grande City ISD
- Ringgold Middle*

Roma ISD
- Roma High School

Royal ISD
- Royal High School

Rusk ISD
- Rusk Junior High School

San Antonio ISD
- Fox Technical High School*
- Houston High School
- Good Sam Center
- Wheatley Middle**
- Harris Middle
- Page Middle
- Poe Middle**
- M.L. King Middle**
- Twain Middle
- Henry Carroll Elementary
- J. T. Brackenridge Elementary**
- Washington Elementary**
- Blessed Sacrament

San Benito Consolidated ISD
- San Benito High School

San Diego ISD
- San Diego High School

San Elizario ISD
- San Elizario High School
- San Elizario Middle

San Saba ISD
- San Saba High School

Santa Maria ISD
- Santa Maria High School
- Santa Maria Middle

Sealy ISD
- Sealy Junior High School

Seminole ISD
- Seminole High School

Shepherd ISD
- Shepherd Junior High School

Slaton ISD
- Slaton High School

Smithville ISD
- Smithville Junior High School

Spring Branch ISD
- Memorial High School

Tahoka ISD
- Tahoka High School

Taylor ISD
- Taylor High School

Temple ISD
- Freeman Heights Elementary*
- Wheatley Elementary*

Terrell ISD
- Terrell High School

Texas City ISD
- Texas City High School

Tornillo ISD
- Tornillo High School

Trinity ISD
- Trinity Junior High School

Tyler ISD
- Lee High School
- John Tyler High School
- Dogan Middle
- Hogg Middle

Union ISD
- Union Elementary

United ISD
- United South High School

Victoria ISD
- Victoria High School

Waco ISD
- Tennyson Middle
- University Middle
- Carver Academy
- Bell's Hill Kind
- Sul Ross Elementary

Waller ISD
- Wayne C. Schultz Middle

Waskom ISD
- Waskom High School
- Waskom Elementary

Waxahachie ISD
- Waxahachie High School
- Waxahachie Junior High School

West Rusk ISD
- Gaston Elementary

Wharton ISD
- Wharton High School

Whitesboro ISD
- Whitesboro High School

Wichita Falls ISD
Zundelowitz Junior High School

Willis ISD
Willis High School

Wilmer-Hutchins ISD
Wilmer Hutchins High School
Kennedy-Curry Junior High School**

Woodville ISD
Woodville High School

Yoakum ISD
Yoakum High School

* Indicates the campus is rated *low-performing* for the *second* consecutive year.

** Indicates the campus is rated *low-performing* for the *third* consecutive year.

Efforts to Improve Performance

Of the 34 districts rated *accredited warned* in 1995, 32 (94 percent) showed sufficient progress to receive an *academically acceptable* rating in 1996. Of the 267 campuses listed as *low-performing* in 1995, 240 (90 percent) showed sufficient progress to receive an *acceptable* rating in 1996. Five of the six campuses rated *low-performing* for the *second* consecutive year in 1995 (83 percent) were *acceptable* in 1996. All nine campuses rated *low-performing* for the *third* consecutive year in 1995 (100 percent) were *acceptable* in 1996.

Peer review teams visited *accredited warned* districts and *low-performing* campuses. However, hearings for campuses rated *low-performing* for the third consecutive year determined that restructuring efforts and assigned state intervention were sufficient on five campuses to defer the on-site peer review accreditation visit. Each team analyzed district and campus performance on the academic excellence indicators and developed a specific set of recommendations that provided clear direction for local restructuring and improvement initiatives.

In 1995-96, the TEA implemented an abbreviated review process for districts and campuses rated *accredited warned* or *low-performing* solely due to high dropout rates. The effectiveness of the abbreviated visits is evident in the analysis of the 1996 ratings. Twenty-five districts were *accredited warned* due to a high dropout rate in 1995; of those, only two were rated *academically unacceptable* in 1996, one due to TAAS and one due to dropout. Only five of the 115 campuses that received an abbreviated dropout visit in 1995-96 continued to be *low-performing* in 1996 due to dropout. Ten other campuses that had abbreviated visits in 1995 were rated *low-performing* due to low TAAS scores in 1996.

State intervention exercised by the commissioner to improve student performance includes the following:

Lakeview ISD was assigned a monitor on May 8, 1995, as a result of an on-site accreditation visit in April that revealed concerns about the school improvement decision-making process and concerns in five other broad areas impacting student performance. The monitor was removed on April 19, 1996.

Runge ISD was assigned an instructional team from the Region III EducationServiceCenter on July 1, 1993, subsequent to an on-site accreditation visit in April that revealed the district's failure to adequately meet the needs of all student groups. Quality planning was needed to address the equity gap and differences in student performance. The team was withdrawn on July 19, 1996.

San Antonio ISD was assigned a monitor on May 26, 1995, following an on-site accreditation visit earlier in the year that revealed serious concerns at individual campuses. The monitor was directed to work with a district intervention team in efforts to improve student performance at five *low-performing* campuses. The monitor was removed on August 26, 1996.

Santa Maria ISD was assigned a technical support team from the Region I Education Service Center on September 16, 1994, following an on-site accreditation visit to review the Grade 12 program in the district's newly established high school. The visit revealed problems in four broad areas that impacted student performance. The team was withdrawn on July 1, 1996.

Texarkana ISD was assigned a campus intervention team on January 26, 1995, to assist in improving performance at Dunbar Elementary School. This action followed an on-site peer review visit in November 1994 that revealed concerns about conditions that were inhibiting efforts to improve student performance. The team was withdrawn on July 1, 1996.

Van Vleck ISD was assigned an instructional team from the Region III Education Service Center on June 1, 1994, pursuant to an on-site accreditation visit to the district in February that revealed the need for

staff development in leadership training, instructional strategies, and site-based decision making. Other needs included instructional leadership at the district level, a united planning process, better communication, and improved discipline. The team was withdrawn on July 19, 1996.

Wilmer-Hutchins ISD was assigned a monitoring team on April 12, 1996, to assist the district in the areas of student performance, governance, and finances. The monitoring team was upgraded to a management team on June 6, 1996.

The agency has developed a framework for multi-year sanctions and interventions for first-, second-, third- and fourth-year *academically unacceptable* districts and *low-performing* campuses.

For second-year *academically unacceptable* districts, interventions and sanctions include the following: issue of public notice and public hearing by the local board of trustees; improvement plan submitted for state review; and an on-site peer review. Additional sanctions or interventions may include Education Service Center (ESC) support; a hearing before the commissioner or designee; or assignment of a master, monitor, or management team.

For second-year *low-performing* campuses, interventions and sanctions include the following: issue of public notice and public hearing by the local board of trustees; improvement plan submitted for state review; and an on-site peer review. When possible, the members of the peer review team that visited the campus the previous year will visit the campus the second year. Additional sanctions or interventions may include ESC support; assignment of an intervention team; a hearing before the commissioner or designee; or appointment of a board of managers.

For third-year *low-performing* campuses, interventions and sanctions include the following: issue of public notice and public hearing by the local board of trustees; improvement plan submitted for state review; and a hearing before the commissioner or designee. Results of the hearing will determine the need for additional sanctions and interventions.

1996

Eight districts were designated as *academically unacceptable* in 1996 due to low performance on TAAS and/or a high dropout rate. There were 13 low-performing campuses in the *academically unacceptable* districts. An additional 95 low-performing campuses were located in 58 other districts. On-site peer review accreditation visits are scheduled for these districts and campuses.

Academically Unacceptable Districts

Bovina
Comfort
Gainesville
Lufkin
Madisonville Consolidated
Mason
Nacogdoches*
Royal*

* Indicates the district is rated *academically unacceptable* for the *second* consecutive year.

Low-Performing Campuses

Alamo Heights ISD
- Alamo Heights High School

Amarillo ISD
- Palo Duro High School*

Athens ISD
- Athens High School

Austin ISD
- Austin High School
- McCallum High School*
- Reagan High School*
- Anderson High School
- Johnson High School
- Fulmore Middle
- Martin Junior High School
- Dobie Middle*
- Mendez Middle*
- Blackshear Elementary
- Blanton Elementary

Bastrop ISD
- Bastrop High School

Beaumont ISD
- Central Senior High School
- Central 9th Grade School

Boerne ISD
- Boerne High School

Bovina ISD
- Bovina High School

Brownsville ISD
- Alternative Center

Bryan ISD
- Bryan High School*
- Bryan High School at Lamar*

Center ISD
- Center High School

Chapel Hill ISD (Smith County)
- Wise Elementary
- Jackson Elementary
- W. L. Kissam Intermediate

Cleveland ISD
- Cleveland High School*

Coldspring-Oakhurst Consol. ISD
- Jones High School

Comfort ISD
- Comfort High School

Cotulla ISD
- Encinal Elementary

Crockett ISD (Houston County)
- Crockett Elementary

Dallas ISD
- Seagoville High School
- Woodrow Wilson High School*
- Oran M. Roberts Elementary

Del Valle ISD
- Del Valle High School

Denton ISD
- Ryan High School

Dilley ISD
- Mary Harper Middle

Edgewood ISD (Bexar County)
- Memorial High School
- Alternative Center

El Campo ISD
- El Campo High School

Ennis ISD
- Ennis High School*

Fort Worth ISD
- Arlington Heights High School
- Polytechnic High School*
- Carroll Peak Elementary
- McRae Elementary
- Versia Williams Elementary

Gainesville ISD
- Gainesville High School

Galveston ISD
- Morgan Elementary
- Rosenberg Elementary

Hempstead ISD
- Hempstead Elementary
- Hempstead Middle

Hitchcock ISD
- Hitchcock High School

Houston ISD
- Jones High School*
- Waltrip High School*
- Westbury High School*
- Wheatley High School*
- Yates High School*
- Sharpstown High School*
- McReynolds Middle*
- T S U/H I S D
- Martinez C Elementary

Huntsville ISD
- Huntsville High School*

Jefferson ISD
- Jefferson High School

Kemp ISD
- Kemp Intermediate

La Joya ISD
- La Joya High School*
- La Joya 9th Grade School

La Marque ISD
- La Marque High School*

Longview ISD
- Longview High School

Lufkin ISD
- Lufkin High School*
- Lufkin West Junior High School*
- Garrett Elementary
- Brandon Elementary

Madisonville Consolidated ISD
- Madisonville High School

Marlin ISD
- Marlin High School

Mason ISD
- Mason High School

Midland ISD
- Midland High School*

Mount Pleasant ISD
- Mount Pleasant High School

Nacogdoches ISD
- Nacogdoches High School
- Raguet Elementary

North East ISD
- Roosevelt High School

North Zulch ISD
- North Zulch High School

Olton ISD
- Olton High School

Paris ISD
- Paris High School*

Royal ISD
- Royal High School*
- Royal Middle

San Angelo ISD
- Central High School

San Antonio ISD
- Fox Technical High School**
- Highlands High School
- Gates Elementary
- Pershing Elementary

Silsbee ISD
- Silsbee High School

Sulphur Springs ISD
- Sulphur Springs High School

Taft ISD
- Taft High School

Texarkana ISD
- Fifteenth Street Elementary

Trinity ISD
- Lansberry Elementary

Union ISD
Union School

United ISD
Juarez/Lincoln Elementary

Van ISD
Van High School

Waco ISD
Waco Ninth Grade Center
Waco High School
University High School

Waller ISD
Waller High School

Waxahachie ISD
T. C. Wilemon Elementary

West Orange-Cove CISD
Oates Elementary

Willis ISD
Parmley Elementary

Wilmer-Hutchins ISD
Wilmer Elementary

Winona ISD
Winona Middle

Wylie ISD (Collin County)
Wylie High School

* Indicates the campus is rated *low-performing* for the *second* consecutive year.

** Indicates the campus is rated *low-performing* for the *third* consecutive year.

Twenty-six of the above listed campuses are second-year *low-performing*, and one is third-year *low-performing*. These figures represent 24.1 percent and less than .01 percent of all *low-performing* campuses, respectively.

Interventions with Monitors, Masters, or Alternative Interventions

During the 1995-96 and 1996-97 school years, eleven school districts were assigned monitors or masters, or received alternative interventions (see Table 6.2 for a history of interventions in each district).

As of October 1, 1996, seven of the eleven districts are *academically acceptable* (Beaumont ISD, Lakeview ISD, Runge ISD, San Antonio ISD, Santa Maria ISD, Texarkana ISD, and Van Vleck ISD), three are *academically acceptable with monitors* (Asherton ISD, Benavides ISD, and Chapel Hill ISD), and one is *academically unacceptable with a management team* (Wilmer-Hutchins ISD).

TABLE 6.2 INTERVENTIONS WITH MONITORS, MASTERS OR ALTERNATIVE INTERVENTIONS 1995-96 AND 1996-97

Region	District	Change From	Change To	Date of Change
20	Asherton	Accredited	Acad. Unaccept. /Monitor	03/21/96
05	Beaumont	Accredited	Accredited/Monitors	01/11/93
		Accredited/Monitors	Accredited	01/18/96
02	Benavides	Acad. Accept.	Acad. Accept. /Monitor	09/23/96
07	Chapel Hill	Acad. Accept.	Acad. Accept. /Monitor	09/05/96
16	Lakeview	Accredited	Warned	07/28/93
		Warned	Warned	08/01/94
		Warned	Warned/Monitor	05/08/95
		Warned/Monitor	Accredited/Monitor	08/01/95
		Accredited/Monitor	Accredited	04/19/96
02	Runge	Accredited	Accredited/Alt. Inter	07/01/93
		Accredited/Alt. Inter	Acad. Accept.	07/19/96
20	San Antonio	Accredited	Accredited/Monitor	05/26/95
		Accredited/Monitor	Warned/Monitor	08/01/95
		Warned/Monitor	Acad. Accept. /Monitor	08/01/96
		Acad. Accept. /Monitor	Acad. Accept.	08/26/96
01	Santa Maria	Accredited	Accredited/Alt. Inter	09/16/94
		Accredited/Alt. Inter	Acad. Accept.	07/01/96
08	Texarkana	Accredited	Accredited/Alt. Inter	01/26/95
		Accredited/Alt. Inter	Acad. Accept.	07/01/96
03	Van Vleck	Accredited	Accredited/Alt. Inter	06/01/94
		Accredited/Alt. Inter	Acad. Accept.	07/19/96
10	Wilmer-Hutchins	Acad. Unaccept.	Acad. Unaccept. /Monitors	04/12/96
		Acad. Unaccept. /Monitors	Acad. Unaccept. /Mgt. Team	06/06/96

The Texas School Improvement Initiative targets for improvement those districts and campuses that do not satisfy the performance standards as defined by the commissioner. Performance standards are directly tied to the public education academic goals listed in the Texas Education Code, Section 4.002.

Agency Contact Person

Linda G. Mora, Interim Associate Commissioner for Accountability, (512) 463-8998.

Other Sources of Information

For an explanation of the accountability system, see *1996 Accountability Manual*, published by the Division of Performance Reporting.

For the most current information on accreditation interventions and sanctions, see Status Report on the *Accreditation, Interventions, and Sanctions of School Districts*, included in the agenda for each State Board of Education meeting.

In recent years, state lawmakers have taken steps to reduce the number and scope of regulations governing education in Texas, giving local school districts and campuses unprecedented latitude in tailoring education programs to meet the specific needs of their students. In 1995, for example, the legislature enacted Senate Bill 1, a major rewrite of the state's education code that returned much decision-making responsibility to local education authorities and, at the same time, called for a one-year sunset review of State Board of Education (SBOE) rules.

1995-96 Sunset Review of SBOE Rules

Completed in May of 1996, the sunset review of SBOE rules reduced the total number of board rules by 55 percent. Of 373 board rules subject to sunset, 39 percent (144) were readopted, and the remaining 61 percent (229) were repealed or transferred to the commissioner of education. The total number of Texas Education Agency rules, including commissioner rules, fell by 37 percent, from 590 to 374. Just two years earlier, the board had completed a three-year sunset review that resulted in a 50 percent reduction of SBOE rules from 936 to 466. Table 7.1 summarizes the 1995-96 sunset review of SBOE rules.

Open-Enrollment Charter Schools

To further promote local initiative, Senate Bill 1 established a new type of school, known as an open-enrollment charter school, that is subject to fewer state laws than other public schools. In 1995-96, the SBOE authorized 20 such schools, which are designed to capitalize on innovative and creative approaches to educating students. Eleven of the 20 charters will serve students at risk of academic failure or dropping out of school, and twelve charters have won special grants from the U.S. Department of Education. Sixteen of the 20 are currently operating and serving over 2,400 students.

The new schools will be monitored and accredited according to the standards of the statewide testing and accountability system. In addition, a comprehensive evaluation is underway in a collaborative effort by: (1) the University of Houston Center for Public Policy; (2) the University of Texas at Arlington School of Urban and Public Affairs; and (3) the University of North Texas, the Texas Cen-

Table 7.1
HIGHLIGHTS OF SUNSET REVIEW

SBOE rules in August 1995	551
Rules subject to SBOE sunset review	373
SBOE rules readopted	144
New SBOE rules adopted as part of sunset review	27
Total SBOE rules adopted as part of sunset review	171
Rules not part of sunset review:	
Chapter 66, State Adoption and Distribution of Instructional Materials	30
Chapter 75, Subchapters B-D, Essential Elements	45
Chapter 111, Texas Essential Knowledge and Skills for Mathematics	4
SBOE rules in August 1996	250*

* This figure represents the total number of SBOE rules after the deletion of 119 rules in Chapters 137, 143, 149, and 177 that will be assumed shortly by the State Board for Educator Certification (SBEC).

ter for Educational Research, and the Texas Justice Foundation. Tables 7.2 and 7.3 provide detailed demographic information about the open-enrollment charter schools approved in 1995-96.

Waivers

While Senate Bill 1 and the sunset review of SBOE rules have greatly enhanced local authority, school districts and campuses continue to seek waivers from state laws and rules they believe impede efforts to improve student performance. During the 1995-96 school year, the commissioner of education granted some 1,635 waivers (see Table 7.4 on pg. 70).

Table 7.2
CHARTER SCHOOL DATA
as of November 6, 1996

STAFFING PATTERNS

Ethnicity	State*	Charter School
African American	8.0%	23.7%
Hispanic	15.0%	28.8%
White	76.0%	44.1%
Other	1.0%	3.4%
Gender		Male - 60% Female - 40%
Previous Employer		
Public School		40.4%
Private School		38.5%
College/University		5.1%
Non-School		16.0%
Certification		Yes - 47.5% No - 52.5%
Degreed	State	Charter School
Bachelor's	71.0%	61.0%
Master's	27.5%	28.8%
Doctorate	0.4%	5.1%
None	1.0%	5.1%

STUDENT POPULATIONS

Ethnicity	State*	Charter School
African American	14.0%	26.5%
Hispanic	36.0%	51.5%
White	47.0%	18.9%
Other	3.0%	3.1%
Special Populations		
Economically Disadvantaged	46.3%	68.0%
Special Education	11.0%	5.8%
Bilingual/ESL	11.0%	9.9%
Gifted/Talented	8.0%	3.5%
Attendance Rates	95.1%	89.6%
High School Dropout Recovery† Attendance Rates	NA	83.77%

*All state data from Snapshot 95, TEA publication

†High schools include Academy of Transitional Studies, American Institute for Learning, Blessed Sacrament, Building Alternatives, Dallas Can, 0ne-Stop Multiservice, and George I. Sanchez.

The type of waiver most frequently requested allows a district or campus to modify its calendar to make additional time available for staff development. Such waivers are valid for one year and, in 1995-96, accounted for 37 percent of all waivers awarded. Other commonly requested waivers relate to course requirements, teacher certification, and student assessment. The commissioner grants most of these waivers for a period of up to three years, with an option to extend each waiver if the program implemented through the waiver request is successful.

The number of waivers requested during 1995-96 declined from previous years. The effects of Senate Bill 1 reduced the number of requests related to grading period waivers and exemptions from teacher appraisal and final examination requirements. In addition, textbook waivers no longer exist as a result of new provisions in Senate Bill 1 concerning local options for selecting textbooks. Last year's sunset review of SBOE rules will result in still fewer waiver requests during the 1996-97 school year. Changes in board rules will reduce or eliminate waivers related to grading method, grade level of instruction, and frequency of instruction.

The overall impact of waivers can be seen in improved student educational performance statewide, including rising TAAS scores and gains in the numbers of campuses and districts achieving exemplary status under the state's accountability rating system. In 1996, 37 school districts and 394 campuses were rated exemplary, an increase over 1995 of 164 percent for districts and 55 percent for campuses. Senate Bill 1 automatically exempts any school district or campus that is rated exemplary from all but a specified list of state laws and rules. The exemption remains in effect until the district or campus rating changes or the commissioner of education determines that achievement levels of the district or campus have declined.

Ed-Flex Status

Over the last year, school districts and campuses have also seen relief from a number of federal regulations. In January 1996, Texas became one of only 12 states to be granted Ed-Flex status by the U.S. Department of Education. Ed-Flex provides Texas school districts with greater flexibility in the design and operation of federal programs. School districts wishing to use federal dollars in innovative and more effective ways can now apply to the commissioner of education for a waiver from

(continued on pg. 71)

Table 7.3

20 TEXAS OPEN-ENROLLMENT CHARTER SCHOOLS

Key				
C = Certified Teachers	AA = African Americans	SE = Special Education	WL = Waiting List	G = Gifted/Talented
NC = Non-Certified Teachers	Hisp = Hispanic	LEP = Limited English Proficiency	AR = At Risk	

Charter/Contact Person	School Districts Impacted	Grades	Enrollment	Valid Dates	Staffing	Targeted Student Population
Renaissance Charter Eleasia L. Lewis, Principal SITE: 4250 N. Beltline Rd. Irving, Tx 75038 (972) 258-1198 (Phone) (972) 594-7078 or 253-1165 or 594-7940 (Fax)	Irving ISD Coppell ISD Carrollton-Farmers Branch ISD	7-12	Initial: 323 Projected: 560 White = 75% AR = 26% WL = 170	Begins 1996-97 school year. Valid for 5 years.	Professional standards set by Texas certification and licensing C = 12 NC = 13	Students performing at 50-75 percentile are the targeted student population, however, students will be accepted based on their desire to attend and participate in the school. The school will adopt the state code restricting student enrollment pertaining to a criminal offense
West Houston Charter Joy Guercio, Principal SITE: 14333 Fern Houston, Texas 77079 (713) 497-7420 (Phone) (713) 497-4775 (Fax)	Houston ISD Spring Branch ISD	7-9	Initial: 122 Projected: 160 SE = 30% White = 69% AR = 48%	Begins 1996-97 school year. Valid for 5 years with renewable periods every 2 years within the 5 year period.	Minimum Bachelors degree and teaching experience C = 8 NC = 2	Students in grades 7-9 currently working at this level and residing in the area of West Houston Students with a documented history of discipline problems from the previous campus or juvenile justice system will be excluded
SER-NINOS Dr. Dianne Sirna Mancus, School Director SITE: 6610 Alder Dr. Houston, Texas 77081-5298 (713) 667-6145 or 667-1615 or 667-2517 (Phone) (713) 667-0645(Fax)	Houston ISD	PreK-4	Initial: 159 Projected: 125 Hisp = 88% LEP = 81% AR = 99% WL = 23	Begins 1996-97 school year. Valid from 1996-2001 with renewable periods every 2 years.	50% will hold Texas teaching certificates and 50% minimum Bachelors degree and teaching experience C = 6 NC = 4	Students, ages four through nine with 40-50 percent limited English proficient and 85 percent economically disadvantaged

Charter/Contact Person	School Districts Impacted	Grades	Enrollment	Valid Dates	Staffing	Targeted Student Population
American Institute for Learning Penny Weibly, Director SITE: 422 Congress Avenue Austin, Texas 78701 (512) 472-8220 (Phone) (512) 472-9410 (Fax)	Austin ISD Del Valle ISD	9-12	Initial: 72 Projected: 250 Hisp = 65% AA = 21% SE = 30% AR = 36%	Begins 1996-97 school year. Valid for 5 years	Certified as well as non-certified educators with experience working with at risk students C = 5 NC = 3	At risk of dropping out, recovered dropouts and students with a history of involvement with the criminal justice system
Cypress Lodge Charter Mike McGrew, Principal SITE: Rt. 3, Box 631G Jefferson, Texas 75675 (903) 672-4802 (Phone) (903) 672-4802 (Fax)	None	9-12	Initial: 24 Projected: 48 AR = 100%	Begins 1996-197 school year. Valid for 5 years. To open in 1997	Certified	At risk students Recovered dropouts Adjudicated youth Cypress will not exclude students with documented history of criminal offense or discipline problems
Medical Center Charter Schools, Inc. Margot Heard, Director/Headmaster SITE: 1920 N. Braeswood Houston, Texas 77030 (713) 791-9980 (Phone) (713) 791-9594 (Fax)	Houston ISD Alief ISD Fort Bend ISD	K-5	Initial : 118 Projected: 110 AA = 62% Medical Ctr. employees children = 100%	Funding to begin September 1, 1996. Valid for 1996-97 school year and renewable every year by mutual agreement.	Certified or college graduates with educational experience C = 4 NC = 2	Multiage grouping of students in grades K-5 Will exclude a student who has a documented history of a criminal offense or discipline problems
Seashore Learning Center Charter Jimmie Driver, Director SITE: 15733 S.P.I.D. Corpus Christi, Texas 78418 (512) 949-1222 (Phone) (512) 849-8109 (Fax)	Flour Bluff ISD Corpus Christi ISD Port Aransas ISD Riviera ISD	PreK-6	Initial: 59 Projected: 300 White = 81%	Aug. 1, 1996 to Sept. 30, 2001	Degreed and hold a teaching certificate issued by an accredited institution C = 5 NC = 0	Multiage honogenous grouping of grades PreK-K, 1-2, grades 3-4 and 5-6 Application provides for the exclusion of students with documented history of criminal offenses

Charter/Contact Person	School Districts Impacted	Grades	Enrollment	Valid Dates	Staffing	Targeted Student Population
George I. Sanchez Charter Dr. Hulberto Saenz, Principal-Superintendent SITE: 6001 Gulf Freeway Houston, Texas 77023 (713) 926-1112 (Phone) (713) 926-8035 (Fax)	Houston ISD	9-12	Initial: 323 Projected: 450 Hisp = 94% AR = 83% WL = 60	3 years beginning school year 1996-97 thru 1998-99	All degreed 25% certified Others working on certification C = 8 NC = 14	Dropout recovery At risk of dropping out Students with high failure rates Students with documented discipline problems may be excluded
Raul Yzaguirre School for Success Charter Adriana Tamez Campus Administrator SITE: 3522 Polk Houston, Texas 77003 (713) 236-0280 (Phone) (713) 236-0295 (Fax)	Houston ISD	7-8	Inital: 100 Projected: 200 Hisp = 100% AR = 85%	1996-97 to 2000-2001	All will meet professional standards set by Texas certification and licensing. All will be proficient in both English and Spanish C = 4 NC = 4	At risk of dropping out of school Students with little experience with academic success Students with documented discipline problems will not be excluded
One-Stop Multiservice Charter Mailing Address Aguie Pena, Executive Director P. O. Box 164 McAllen, Texas 78501 SITE: 215 W. 9th St., Mission, Texas 78572 (210) 519-2227 (Phone) (210) 687-6062 (Fax)	La Joya ISD Mission CISD	9-12	Initial: 132 Projected: 200 Hisp = 98% AR = 100%	Sept. 1, 1996 to Aug. 31, 2001	Either TEA certified or meet requirements of school district teaching permit All credentialed teachers will be ESL endorsed or Bil. certified C = 4 NC = 2	Individuals age 15-21 who have officially withdrawn from public school or who have been identified as “at risk” of dropping out of school Students who have been part of the criminal justice system or who have documented discipline problems will not be excluded

Charter/Contact Person	School Districts Impacted	Grades	Enrollment	Valid Dates	Staffing	Targeted Student Population
The North Hills School Peggy Yard CEO and Interim Director 4835 N. O'Connor Rd. Suite 134-434 Irving, Texas 75062 (972) 650-7112 (Phone)	Irving ISD Carrollton/ Farmers Branch ISD Coppell ISD	5-8	Initial: 216 Projected: 504	5 years beginning school year 1997-98 thru 2001-2002	Majority will hold current state licenses. Adjunct faculty will work under the supervision of a faculty member or the CEO	Students, grades 5-8, with understanding of and interest in the special features of the North Hills School The school will restrict a student who has a documented history of criminal offense or discipline problems
Academy of Transitional Studies Dr. Maria Luisa Garza, CEO SITE: 2203 Baldwin Blvd. Corpus Christi, Texas 78405 (512) 881-9988 (Phone) (512) 881-9993 (Fax)	Corpus Christi ISD West Oso ISD	6-8 & GED	Initial: 110 Projected: 200 Hisp = 92% AR = 100%	Begins 1996-97 school year. Valid for 5 years	Faculty - Certified Administrator - Doctor degree in Education C = 5 NC = 3	At risk of dropping out Dropout recovery Expelled students Students are not excluded because of a history of criminal offenses
Girls and Boys Prep Academy Carroll Salley, Executive Mgr. SITE: 8415 W. Bellfort Houston, Texas 77071 (713) 270-5994 (Phone) (713) 270-1302 (Fax)	Alief ISD Houston ISD Fort Bend ISD	6-11	Initial: 235 Projected: 400 AA = 97% AR = 55% WL = 30 SE = 9% G = 18%	1 year 1996-97 renewable annually	All professionals will hold at least a BA or BS degree C = 13 NC = 14 AA = 81%	Students with a strong desire to attend an innovative, strongly academic program in the areas of fine arts, math, and foreign language Students with a documented history of criminal offense or discipline problems will be considered on a first come, first serve basis and will be interviewed by a separate panel with expertise
Waco Charter School Johnette Hicks SITE: 500 Franklin, Waco, Texas 76701-2111 (817) 753-0331 (Phone) (817) 754-0046 (Fax)	Waco ISD	K-5	Initial: 60 Projected: 360 AA = 62% AR = 100%	5 years beginning school year 1996-97 thru 2001-2002	Faculty - Degreed and certified with teaching or professional experience C = 4 NC = 1	Grades K-2 the first year with an additional grade added each year The charter will provide for the exclusion of a student who has a documented history of criminal offense or discipline problems

Charter/Contact Person	School Districts Impacted	Grades	Enrollment	Valid Dates	Staffing	Targeted Student Population
Genesis Charter High School Virginia Lannen, Chm. of the Bd. P. O. Box 28561 Dallas, Texas 75228 (214) 757-5988 (Phone)	Dallas ISD	7-12	Initial: 200 Projected: 300	5 years beginning school year 1997-98	50% certified or in process of certification 50% with minimum of bachelors degree	Students at 50+ percentile will be targeted; however, students will be accepted based on their desire to attend and participate in the school The school will adopt a student code of conduct consistent with Chapter 37, Subchapter A of TEC
Dallas Can! Academy Charter School Col. Roosevelt Speed, Director SITE: 2601 Live Oak Dallas, Texas 75204 (214) 824-4226 (Phone) (214) 821-8735 (Fax)	Dallas ISD	9-12	Initial: 212 Projected: 600 AA = 52% Hisp = 39% AR = 93% WL = 55	5 years beginning school year 1996-97 thru 2001-2002	Certified teachers and skilled youth counselors C = 3 NC = 7	Individuals, ages 16-21, who have been identified as "at risk" of dropping out or who have officially withdrawn from the public schools Dallas Can! does not exclude students with documented discipline problems
Blessed Sacrament Academy Second Chance High School John Steven Cisneros, Principal SITE: 1135 Mission Rd. San Antonio, Tx 78210 (210) 532-9161 (Phone) (210 534-6568 (Fax)	Bandera ISD Edgewood ISD East Central ISD Harlandale ISD Judson ISD Northeast ISD Northside ISD Somerset ISD Southside ISD Southwest ISD San Antonio ISD	9-12	Initial: 152 Projected: 180 Hisp = 95% AR = 100% SE = 10% WL = 46	5 years Sept. 1, 1996 to Aug. 31, 2001	All require Bachelors 50% certified or working towards certification C = 3 NC = 8	Students who have met with academic failure and/or students "highly at risk" of dropping out; Students who are at least two years behind in grade level; BSA does not exclude students who have been a part of juvenile system or students who have a documented history of discipline problems.
Building Alternatives Charter School Barbara Hawkins, Executive Director SITE: 6903 Sunbelt Drive South San Antonio, Tx 78218 (210) 804-1786 (Phone) (210) 804-1469 (Fax)	Alamo Heights ISD Judson ISD Northeast ISD Northside ISD San Antonio ISD	9-12	Initial: 111 Projected: 100 Hisp = 48% AA = 46% AR = 90% WL = 80	5 years Sept. 1, 1996 to Aug. 31, 2001	Certified and non-certified with experience C = 3 NC = 7	Dropouts Juvenile offenders At-risk youth Will not exclude students with a documented history of discipline problems

Charter/Contact Person	School Districts Impacted	Grades	Enrollment	Valid Dates	Staffing	Targeted Student Population
Texas Academy of Excellence Dr. Delores Hillyer, President SITE: 2406 Manor Rd. Austin, Tx 78722 (512) 708-1888 (Phone) (512) 478-1368 (Fax)	Austin ISD	PreK-1 (year 1) expanding to PreK-5	Initial: 57 Projected: 216 AA = 93% AR = 25%	5 years	Bachelors and teaching or professional experience C = 2 NC = 2	PreK-5 students in designated Geographical area Students will be admitted on a "first come. first serve" basis Exclusion not addressed in the application
Applied Technology Charter School Dr. Bernard McIntyre, Dean 4800 Calhoun - 3098-T2 Houston, Tx 77204-4083 (713) 743-4028 (Phone) (713) 743-4032 (Fax)	46 ISDs within a 60 mile radius of the University of Houston campus	K-12	Initial: 200 Projected: 500	5 years beginning Jan. 1, 1997	Bachelors degree and teaching experience	Students from surrounding neighborhood of University of Houston Students of current U of H employees Students, faculty or staff of U of H campus All students will be admitted on a 10-day trial period before final commitment

Table 7.4

WAIVERS APPROVED IN FISCAL YEAR 1996

Staff Development	614
Course Requirement	344
Certification	101
Modified Schedule	86
Physical Education	56
Gifted and Talented	44
Student Attendance	34
Early Release	215
Other	141
TOTAL	1,635

provisions of selected federal laws and regulations. Since the program started in April 1996, the commissioner has granted four statewide waivers to each of over 400 school districts to reduce paperwork and 250 programmatic waivers to 150 separate districts.

The commissioner has granted the following statewide programmatic waivers:

- ★ use of up to 25 percent of Eisenhower professional development funds in any foundation subject area other than mathematics and science, with any percentage allowed for mathematics and science;
- ★ elimination of the 33 percent local cost share requirement for the Eisenhower professional development program;
- ★ permission for any campus receiving Title I, Part A funds to operate schoolwide programs; and
- ★ permission to allocate Title I, Part A funds based on campus needs and program designs.

The Texas Ed-Flex Committee reviews all individual waiver proposals and makes recommendations to the commissioner. Districts must submit requests for approved statewide waivers, but such requests are not presented to the committee and are handled on an expedited basis. The Texas Ed-Flex Committee is composed of educators, parents and school board members.

Agency Contact Person

For information on the sunset review of SBOE rules, Criss Cloudt, Associate Commissioner for Policy Planning and Research, (512) 463-9701.

For information on waivers, charter schools, and the Ed-Flex program, Gene E. Davenport, Associate Commissioner, School/Community Support, (512) 463-9630.

Other Sources of Information

For a list of waivers granted by the commissioner, see the waiver report included in the agenda for each State Board of Education meeting.

In 1996, the Texas Education Agency (TEA) conducted the third examination of administrative cost limits for Texas school districts as mandated by Section 42.201 of the Texas Education Code. The following report will summarize the procedures used to determine a district's administrative cost ratio and analyze actual district performance for school years 1992-93 and 1994-95.

The administrative cost ratio for a school district is determined by dividing non-federal operating expenditures in general administration and instructional leadership by expenditures in instruction, instructional resources, curriculum, and guidance and counseling functions. These ratios are compared to target standards set by commissioner rule for districts within one of six average daily attendance (ADA) groups. These standards have remained constant for three years and are based on historical administrative costs. Table 8.1 shows the statewide mean administrative cost ratio for the years 1988-1995.

Districts exceeding their standard are required to either request a waiver from the commissioner or submit a plan to reach compliance during the next full school year. The commissioner has authorized six waivers to districts that have justified costs beyond their control. Two such waivers were granted for 1994-95. These waiver districts are allowed a higher ratio than their ADA group standard, but are not exempt from exceeding a limit established in their waiver. Districts that again exceed the applicable standard in the subsequent school year have the excess amount withheld from future state funding.

During the 1992-93 school year, 121 districts exceeded the administrative cost standard. Seven of the original 121 exceeded the standard again in 1994-95. TEA withheld $512,439 of state aid from these seven districts. Of this amount, $476,469 was withheld from one district. A total of 42 districts exceeded the standard in 1994-95 and will be again examined after the 1996-97 school year. Table 8.2 shows ADA groups, the standards set by the commissioner, and the distribution of districts that have exceeded the standard for the last three years.

Agency Contact Person

For information on administrative cost ratios, Scott Lewis in the Department of School Finance and Fiscal Analysis at 512-463-8994.

TABLE 8.1 HISTORICAL ADMINISTRATIVE COST RATIOS

1988	1989	1990	1991	1992	1993	1994	1995
0.181	0.179	0.174	0.171	0.162	0.116	0.136	0.133

TABLE 8.2 DISTRICTS EXCEEDING STANDARDS

		Number of Districts			Percent of Districts		
Enrollment (ADA)	Standard	1993	1994	1995	1993	1994	1995
10,000 and above	0.1105	5	3	0	7%	4%	0%
5,000 to 9,999	0.1250	11	0	1	22%	0%	2%
1,000 to 4,999	0.1401	52	16	17	16%	5%	5%
500 to 999	0.1561	22	6	12	11%	3%	6%
Less than 500	0.2654	20	10	4	6%	3%	1%
Sparse	0.3614	11	4	8	12%	4%	10%
Statewide		121	39	42	12%	4%	4%

The Texas Education Agency (TEA) establishes district reporting requirements for both automated data collections (those which involve the submission of data in an exclusively electronic format) and paper collections. In most instances, districts are given the option to submit paper collections in an electronic format.

There are two major data requirements which depend on the submission of electronically formatted information from school districts. The more extensive of these systems is the general data collection known as the Public Education Information Management System (PEIMS). This data system gathers information about public education organizations, school district finances and staff, and students. A summary of the information types is shown in Table 9.1.

There are 145 data elements in PEIMS for the 1996-97 school year, and all reporting requirements for the elements are documented annually in the TEA publication, *PEIMS Data Standards*. This large scale data collection is designed to meet a number of data submission requirements in federal and state law. The PEIMS system and its data requirements have been the subject of two advisory review committees. The Policy Committee on Public Education Information meets on a quarterly basis to provide advice to the commissioner concerning data collection policies and strategies. All major changes to PEIMS requirements are reviewed by this committee, which is comprised of representatives of school districts, regional education service centers, and legislative and executive state government offices.

In addition, the Information Task Force provides technical reviews of proposed changes to PEIMS data standards, and reports to the Policy Committee on Public Education Information. This group is made up of agency, school district, and regional education service center staff, and has conducted sunset reviews in 1991-92, and again in 1996-97, of all

TABLE 9.1 INFORMATION TYPES IN THE PEIMS ELECTRONIC COLLECTION

Organizations
- District name and assigned number
- Shared service arrangement types, fiscal agent, and identifying information
- Campus identification and certain program component information specific to that campus

Finances
- Budgeted revenue and expenditures for required funds, functions, objects, organizations and programs
- Actual revenue and expenditures for required funds, functions, objects, organizations and programs

Staff
- Identification information, including Social Security number and name
- Demographic information, including gender, ethnicity, date of birth, highest degree level, and years of professional experience
- Employment, including days of service, salary, and experience within the district
- Permits held by staff to perform certain job functions
- Responsibilities, including the types of work performed, its location, and, in some cases, the times of day

Student
- Identification, including a unique student number, name, and basic demographic information
- Enrollment, including campus, grade, special program participation, and various indicators of student characteristics
- Attendance information for each six-week period and special program participation
- Course completion for grades 9-12
- Graduated student information
- Dropout information

PEIMS data elements to minimize reporting burdens on school districts.

The second system used for gathering information in an electronic format is the Child Nutrition Program Information Management System (CNPIMS). This data collection system is designed to meet the administrative data requirements of the National School Lunch and School Breakfast reimbursement systems. It is designed for direct input from school districts through dial-up connections to an agency server. There are approximately five principal entry screens with about 30 data elements in the CNPIMS for the 1996-97 school year, and all reporting requirements for the elements are documented in the TEA publication, *CNPIMS User's Manual, August, 1995*. Total data requirements vary with the size of the school district, but monthly reimbursement claims require input of only eight fields.

The Texas Education Agency proscribes paper collection instruments for certain information which cannot meet the development cycle or data architecture of the PEIMS data collection. In many cases, data requirements change with more frequency and with less lead time than the PEIMS system supports. In other cases, the information acquired is too variable to fit predetermined coded values, or requires a more open reporting format than electronic formats provide.

Paper collection requirements are presented in the TEA publication, *Bulletin 742 - Data Submission to the Texas Education Agency*. For 1996-97, Bulletin 742 has been the subject of an intensive sunset review to eliminate unnecessary collections and data elements. The review panel, the Texas Education Agency Data Approval Committee (TEADAC), is made up of agency staff from across the agency. In addition to conducting a sunset review of Bulletin 742, the committee is charged with developing ongoing reviews of new data requirements and establishing an educational program for agency staff to make paper collections more effective and less burdensome. The result is a much smaller set of paper collections, which are categorized in Table 9.2.

The sources of remaining data requirements are also shown in Table 9.2. The number of paper collections has been substantially reduced in part due to elimination of statutory requirements or the reassignment of functions to other agencies. The length of reports is difficult to assess because several reports vary in length according to the number of affected students, staff, or campuses. In the basic form, the 28 data collection instruments have 88 total pages of data entry.

TABLE 9.2
BULLETIN 742 SUMMARY FOR 1996-97

Documents Listed in Bulletin 742 in 1995-96		100
Reductions from the 1995-96 Requirements		
Documents eliminated		18
Documents no longer under the authority of TEA		26
Documents Reclassified as Standard Forms or Applications		
Documents used as standard forms, not submitted to TEA		6
Applications or forms for doing business with TEA		30
28 Total Data Collections for 1996-97		
Federal Requirements		12
Title I	2	
Eisenhower Professional Development	1	
Safe and Drug-Free Schools	1	
Emergency Immigrant Education	1	
Chapter 2	1	
Special Education	3	
Civil Action 5281	3	
State Requirements		12
Bilingual Education	1	
Safe Schools	1	
Special Education	3	
Transportation	2	
Career and Technology	1	
Other	4	
Both Federal and State Requirements		4
Adult Education	2	
Career and Technology	2	

Review of Bulletin 742 documents will continue on an ongoing basis. However, the agency has yet to make significant progress in defining the burden placed on school districts by ad hoc requests and surveys. Over the next year, the TEADAC will be concentrating on a thorough review of all agency units to identify any formal or informal data collection which takes place outside the scope of Bulletin 742 or electronic collections. In addition, it is expected that several data items will be proposed for inclusion in electronic collections to reduce the paperwork and improve the standards for data submission. TEADAC will also explore the development of policy and procedure manuals to better inform school districts.

A separate review committee will be examining the issue of federal reporting requirements to determine if the state's "Ed Flex" status will provide an opportunity to reduce data burdens on school districts.

Agency Contact Persons

Joe Wisnoski, School Finance and Fiscal Analysis, 463-8994 (General Questions)
Fred Brown, Customer Assistance and Training, 463-9800 (Bulletin 742)
Karen Cornwell, Planning and Strategic Services, 463-9800 (PEIMS Data Standards)
Jim Tamayo, Child Nutrition Division, 463-8979 (CNPIMS)

Other Sources of Information

1996-97 Public Education Information Management System Data Standards
Bulletin 742, 1996-97, Data Submission to the Texas Education Agency
Child Nutrition Program Information Management System User's Manual, August, 1995

10. TEXAS EDUCATION AGENCY FUNDS & EXPENDITURES

The Texas Education Agency (TEA) administered $9.5 billion during the 1994-95 fiscal year and $10.5 billion during the 1995-96 fiscal year in public education funds. This included state and federal funds, and constitutes 50 percent of all funds spent on public education in the state for the 1994-95 fiscal year and 51 percent of all funds spent on public education in the state for the 1995-96 fiscal year. The other portion, not included in this chapter, was generated through local revenues.

Sources of Funds

As shown in Figures 10.1 and 10.2, the major sources of financing for the $9.5 billion and $10.5 billion administered by the TEA during the 1994-95 and 1995-96 fiscal years, respectively, included the Foundation School Program, the Available School Fund, the General Revenue Fund, the Textbook Fund, federal funds and other state funds.

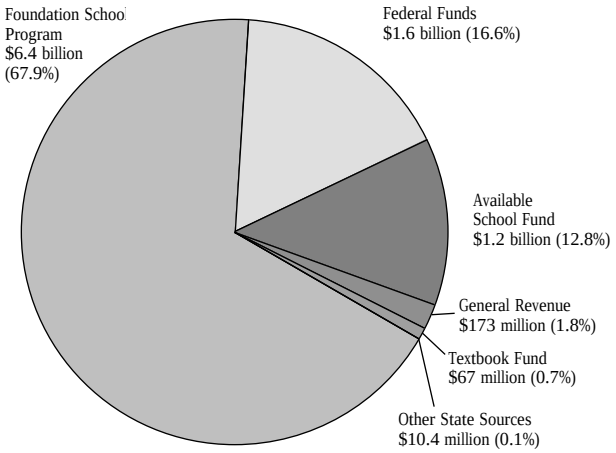
Expenditures

The expenditures presented in this chapter are linked to the objectives and strategies in the TEA Strategic Plan (see Table 10.1 for descriptions, expenditures and sources of funds for each objective and strategy).

As shown in Figures 10.3 and 10.4, the Foundation School Program, which provides state funding for school districts, constituted $7.6 billion during the 1994-95 fiscal year and $8.2 billion during the 1995-96 fiscal year. These amounts constituted 80 percent and 78 percent of the funds administered by the agency in 1994-95 fiscal year and 1995-96 fiscal year respectively. As shown in Table 10.1, the Foundation School Program accounted for 83 percent of the 1994-95 fiscal year's state funding for school districts, and the Available School Fund accounted for 16 percent. During the 1995-96 fiscal year, 88 percent of state funding for school districts came from the Foundation School Fund and 12 percent came the Available School Fund.

Figure 10.1

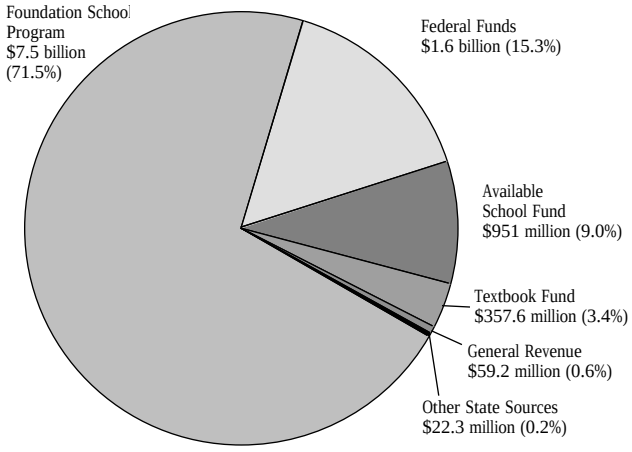
1994-95 Sources of Funds



Total = $9.5 Billion

Figure 10.2

1995-96 Sources of Funds

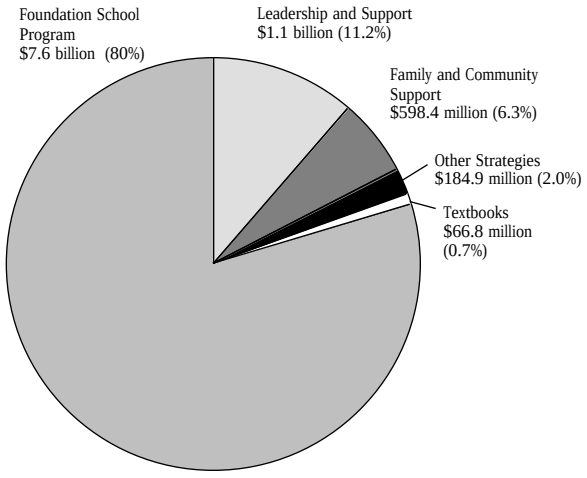


Total = $10.5 Billion

Leadership and support, covering accelerated instruction and other special programs to ensure the academic success of all students, amounted to $1.1 billion, or 11 percent of the total 1994-95 fiscal years expenditures. In the 1995-96 fiscal year, leadership and support amounted to $1.2 billion, or 11 percent of the fiscal year's expenditures. For the 1994-95 fiscal year, ninety-one percent of funding for leadership and support came from the U.S. Department of Education and six percent from the Foundation School Program. For the 1995-96 fiscal year, these same two funding sources made up 88 percent and 10 percent respectively of funding for leadership and support.

Figure 10.3

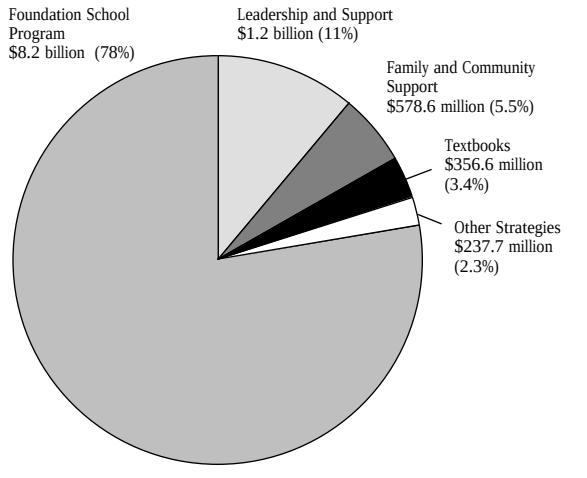
1994-95 Expenditures by Strategy



Total = $9.5 Billion

Figure 10.4

1995-96 Expenditures by Strategy



Total = $10.5 Billion

Funding for the 1994-95 fiscal year for family and community support services, including the provision of free or reduced-price lunches, amounted to $598 million, or six percent of the total. Funding for the 1995-96 fiscal year in this area of services amounted to $578.6 million, or 5.5 percent of the total. In the 1994-95 fiscal year, eighty-nine percent of these funds came from the Federal School Lunch Fund and six percent from the Foundation School Program. In the 1995-96 fiscal year, 91 percent of these funds came from the Federal School Lunch Program Fund and six percent came from the Foundation School Fund.

In the 1994-95 and 1995-96 fiscal years, all other categories of activities and programs funded by the agency constituted $185 million, and $238 million respectively, or 2.7 and 2.3 percent respectively, of the total. These activities included technology support, teacher certification, professional development, curriculum, student assessment, accountability, adult education, and proprietary schools, driver training and veterans education.

Changes in Agency Functions

The Texas Education Agency has streamlined its operations in response to Senate Bill 1, 74th Texas Legislature, 1995, and Article III, Rider 44, of the 1995 General Appropriations Act. The agency reduced the number of its full-time equivalent (FTE) positions by 22% in fiscal year 1995-96, from 1,144 positions on August 31, 1995 to 889 positions one year later. The agency accomplished this reduction in large part through the decentralization of technical assistance and other non-core functions to the regional education service centers. The agency decentralized more than $8 million to the education service centers in fiscal year 1995-96, far exceeding the $4.1 million called for in Rider 44. In addition, the agency transferred funding and positions for its proprietary schools, veterans' education, and other workforce education functions to the new Texas Workforce Commission, and its educator preparation, certification and assessment functions to the new State Board for Educator Certification.

Agency Contact Person

Bill Monroe, Coordinator of Internal Operations, (512) 463-9437.

Other Sources of Information

Texas Education Agency Itemized Operating Budget.

Table 10.1
EXPENDITURES UNDER TEA OBJECTIVES AND STRATEGIES [*]

Objective 01 (1994-95); A1 and B1 (1995-96)

Raise the level of student achievement by providing and financing a public education system with substantially equal access to revenues and services so that, by 1999, 90 percent of all students meet or exceed identified student/learner levels of performance.

Foundation School Program

Support the development and implementation of a sound school finance system, disburse Foundation School Program formula funding to school districts, and ensure that formula allocations are accounted for in an accurate and appropriate manner.

Fiscal Year	*Strategy*	*Total Expenditure*	*Percentage of Total*	*Major Sources of Funds*
1994-95	1.01	$7.6 billion	79.80%	83% from Foundation School Fund 16% from Available School Fund
1995-96	A1.01 and B1.01	$8.2 billion	77.89%	88% from Foundation School Fund 12% from Available School Fund

Textbooks

Adopt and distribute textbooks to ensure that students have equitable access to instructional materials.

Fiscal Year	*Strategy*	*Total Expenditure*	*Percentage of Total*	*Major Sources of Funds*
1994-95	1.02	$66.8 million	0.71%	98% from Textbook Fund
1995-96	A1.02 and B1.02	$356.6 million	3.39%	100% from Textbook Fund

Leadership and Support

Provide leadership and support needed by campuses/districts to implement practices that will fundamentally revise the way we approach learning for all students and enable each student to meet or exceed anticipated levels of performance.

Fiscal Year	*Strategy*	*Total Expenditure*	*Percentage of Total*	*Major Sources of Funds*
1994-95	1.03	$1.1 billion	11.22%	91% from U.S. Dept. of Education 6% from Foundation School Fund
1995-96	A1.03 and B1.03	$1.2 billion	10.97%	88% from U.S. Dept. of Education 10% from Foundation School Fund

[*] Total expenditures include expenditures, disbursements, and encumbrances.

Technology & Support

Provide appropriate technology and support services which enhance student performance and promote the effective and efficient operation of schools.

Fiscal Year	*Strategy*	*Total Expenditure*	*Percentage of Total*	*Major Sources of Funds*
1994-95	1.04	$29 million	0.31%	77% from Foundation School Fund 11% from federal funds
1995-96	A1.04 and B1.04	$19.4 million	0.18%	76% from Telecommunications Infrastructure Fund 10% from U.S. Dept. of Education

Objective 02 (1994-95); A2 and B2 (1995-96)

Raise the level of student achievement by attracting and retaining a qualified and demographically representative public education workforce so that, by 1999, 95 percent of teachers are certified and competitively paid and school district staff demographics represent those of the student body.

Professional Development

Design and implement a professional development system that builds knowledge, skills, and attitudes necessary to achieve excellence and equity at campus, district, region, and state levels.

Fiscal Year	*Strategy*	*Total Expenditure*	*Percentage of Total*	*Major Sources of Funds*
1994-95	2.02	$28 million	0.30%	78% from General Revenue 13% from U.S. Department of Education
1995-96	A2.01 and B2.01	$21.1 million	0.2%	77% from General Revenue 18% from U.S. Dept. of Education

Objective 03 (1994-95); A3 and B3 (1995-96)

Raise the level of student achievement by increasing the efficiency and effectiveness of schools so that, by 1999, the number of districts rated exemplary or recognized increases to 20 percent of the total and the number of low performing districts decreases to 20 percent of the total.

Curriculum

Derive, promote, and implement measurable learning results which define students/learners as independent and productive citizens.

Fiscal Year	*Strategy*	*Total Expenditure*	*Percentage of Total*	*Major Sources of Funds*
1994-95	3.01	$2.3 million	0.02%	49% from General Revenue 26% from Foundation School Fund 13% from U.S. Department of Education
1995-96	A3.01 and B3.01	$3.6 million	0.03%	58% from U.S. Dept. of Education 25% from General Revenue 12% from Foundation School Fund

Assessment

Evaluate and report the extent to which students/learners are attaining measurable learning results and the extent to which the state is meeting its planned objectives.

Fiscal Year	*Strategy*	*Total Expenditure*	*Percentage of Total*	*Major Sources of Funds*
1994-95	3.02	$19.5 million	0.21%	95% from Foundation School Fund
1995-96	A3.02 and B3.02	$23.7 million	0.22%	98% from Foundation School Fund

Accountability

Develop and implement a comprehensive accountability system which targets excellence and equity, measures attainment of learning results, and promotes effective educational practices and reforms.

Fiscal Year	*Strategy*	*Total Expenditure*	*Percentage of Total*	*Major Sources of Funds*
1994-95	3.03	$10.1 million	0.11%	44% from U.S. Department of Education 43% from General Revenue Fund
1995-96	A3.03 and B3.03	$9 million	0.09%	61% from U.S. Dept. of Education 31% from General Revenue

Objective 04 (1994-95); A4 and B4 (1995-96)

Raise the level of student achievement by ensuring that, by 1999, 100 percent of students/learners have adequate access to support services needed to ensure that students come to school ready to learn and stay in school.

Family and Community Support

Act as a catalyst and develop programs for the provision of family and community support needed for student success in school.

Fiscal Year	*Strategy*	*Total Expenditure*	*Percentage of Total*	*Major Sources of Funds*
1994-95	4.01	$598.4 million	6.32%	89% from Federal School Lunch Fund 6% from Foundation School Fund
1995-96	A4.01 and B4.01	$578.6 million	5.49%	91% from Federal School Lunch Fund 6% from Foundation School Fund

Objective 05 (1994-95); A5 and B5 (1995-96)

Increase access to post-secondary education and/or employment opportunities for all Texans regardless of age, so that by 1999, 100 percent of Texas population who left school before graduating will have access to educational opportunities needed for literacy, citizenship, job training, and life skills; and 85 percent will have completed a free secondary education and achieved either a high school diploma or equivalency credential.

Adult Education

Build an equitable adult education and literacy program within the total school system, including Windham Schools, based on adequate funding, effective instructional and support services, a qualified and trained workforce, and a comprehensive information system for accountability.

Fiscal Year	*Strategy*	*Total Expenditure*	*Percentage of Total*	*Major Sources of Funds*
1994-95	5.01	$87.3 million	0.92%	53% from Foundation School Fund 30% from U.S. Department of Education 12% from General Revenue
1995-96	A5.01 and B5.01	$40.7 million	0.39%	69% from U.S. Dept. of Education 23% from General Revenue

Windham Schools

Fiscal Year	*Strategy*	*Total Expenditure*	*Percentage of Total*	*Major Sources of Funds*
1995-96	A5.02	$57.6 million	0.55%	100% from Foundation School Fund

Objective 06 (1994-95); A6, B6 and E6 (1995-96)

Increase program effectiveness so that, by 1999, there will be a 6 percent increase in proprietary school completers being employed as a result of their training, an 8 percent increase in driver training school completers who demonstrate a safe driving record, and a 7 percent increase in performance in veterans programs.

Proprietary Schools, Driver Training and Veterans Education

Develop and implement procedures and rules to administer the requirements of the Texas Proprietary School Act, Texas Driver and Traffic Safety Education Act, and the contract with the U.S. Department of Veterans Affairs.

Fiscal Year	*Strategy*	*Total Expenditure*	*Percentage of Total*	*Major Sources of Funds*
1994-95	6.01	$3.1 million	0.03%	60% from Certification and Proprietary School Funds 18% from Veterans Education Fund 12% from Earned Federal Funds
1995-96	A6.01, B6.01 and E6.01	$1.3 million	0.02%	97% from Appropriated Receipts 16% from Veterans Education Fund 16% from Certification and Proprietary School Funds

Objective D2.01 (1995-96)

Develop and implement a plan to fundamentally revise the way we approach teaching, increase the number of certified teachers, increase the number of minorities in the education profession, respond to specific teacher shortages, and increase the number of teachers available in rural and inner city areas.

Educator Recruitment and Preparation

Develop and implement a plan to fundamentally revise the way we approach teaching, increase the number of certified teachers, increase the number of minorities in the education profession, respond to specific teacher shortages, and increase the number of teachers available in rural and inner city areas.

Fiscal Year	*Strategy*	*Total Expenditure*	*Percentage of Total*	*Major Sources of Funds*
1994-95	2.01	$5.6 million	0.06%	78% from Certification and Proprietary School Funds 2% from General Revenue
1995-96	D2.01	$2.6 million	0.02%	100% from Certification and Proprietary Funds

Objective C1 (1995-96)

Indirect Administration

Central administration, information resources, and other support services

Fiscal Year	*Strategy*	*Total Expenditure*	*Percentage of Total*	*Major Sources of Funds*
1995-96	C1.01, C1.02 and C1.03	$10.8 million	0.1%	55% from General Revenue 23% from Earned Federal Funds 23% from U.S. Dept. of Education

Texas Education Agency
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December 1996